

AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT			1. CONTRACT ID CODE		PAGE 1	OF	PAGES 85
2. AMENDMENT/MODIFICATION NO. 01		3. EFFECTIVE DATE See Block 16C		4. REQUISITION/PURCHASE REQ. NO.		5. PROJECT NO. (If applicable) E	
6. ISSUED BY CODE United States Department of Labor/ETA Office of Youth Services & Job Corps, Region IV-Denver 1999 Broadway, Suite 1760 Denver, CO 80202-5716				7. ADMINISTERED BY (If other than Item 6) CODE			
8. NAME AND ADDRESS OF CONTRACTOR (No., street, county, State and ZIP Code) Potential Offerors - Memphis Job Corps Center Operations				(T)		9A. AMENDMENT OF SOLICITATION NO. 94014000	
				X		9B. DATED (SEE ITEM 11) 8/27/01	
						10A. MODIFICATION OF CONTRACT/ORDER NO.	
						10B. DATED (SEE ITEM 13)	
CODE		FACILITY CODE					

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS

☒ The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers

☐ is extended, ☒ is not extended.

Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following (a) By completing Items 8 and 15, and returning _____ copies of the amendment; (b) By acknowledging receipt of this submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. **FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER.** If by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided each telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

12. ACCOUNTING AND APPROPRIATION DATA (If required)

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14.

(T)	A. THIS CHANGE ORDER IS ISSUED PURSUANT TO: (Specify authority) THE CHANGES SET FORTH IN ITEM 14 ARE MADE IN THE CONTRACT ORDER NO. IN ITEM 10A.
	B. THE ABOVE NUMBERED CONTRACT/ORDER IS MODIFIED TO REFLECT THE ADMINISTRATIVE CHANGES (such as changes in paying office, appropriation date, etc.) SET FORTH IN ITEM 14, PURSUANT TO THE AUTHORITY OF FAR 43.103(b).
	C. THIS SUPPLEMENTAL AGREEMENT IS ENTERED INTO PURSUANT TO AUTHORITY OF:
	D. OTHER (Specify type of modification and authority)

E. IMPORTANT: Contractor ☒ is not, ☐ is required to sign this document and return _____ copies to the issuing office.

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Organized by UCF section headings, including solicitation/contract subject matter where feasible.)

This Amendment is issued to amend the RFP and to provide potential offerors the questions and rsponses from the Pre-proposal conference held September 6, 2001, and other pertinent information. All potential offerors not in attendance at the pre-proposal conference who require copies of the attachments to the amendment must request this information in writing to the Contracting Officer.

REMOVE REPLACE COMMENTS

C-9

C-9

The Medical Records Technician vocational trade has been deleted and the number of vocational slots is reduced to 212.

Except as provided herein, all terms and conditions of the document referenced in Item 9A or 10A, as heretofore changed, remains unchanged and in full force and effect.

15A. NAME AND TITLE OF SIGNER (Type or print)	16A. NAME AND TITLE OF CONTRACTING OFFICER (Type or print) Greg Evans, Contracting Officer
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15B. CONTRACTOR/OFFEROR <i>(Signature of person authorized to sign)</i>	15C. DATE SIGNED	16B. UNITED STATES OF AMERICA BY <i>(Signature of Contracting Officer)</i>	16C. DATE SIGNED
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This amendment is issued to provide potential offerors with Points of Clarification as presented by the Contracting Officer, and the questions and responses from the Pre-Proposal Conference:

Participants should use the G&A and establish a ceiling rate for each contract year. The ceiling rate should be used in the business management proposal.

Bidders should be consistent on staffing forms throughout the proposal. There are several areas in the offerors proposal with different staffing focus.

Attachment J-6:

page J-25: All columns should add up to 312, for accountability purposes.

page J-26: Should be completed by dormitory/wing etc. of each dormitory. This will ensure that proper comparisons can be made.

page J-27: Security Staffing: Separate security staffing is not required. However, if security staffing will be proposed, this form must be filled out.

Attachment J-7: *page J-28: It is not required that a bidder submit a separate staffing resource proposal for OA/CTS staffing. There will be a separate OA/CTS presentation, however, during the oral proposal. Please refer to Section L of the RFP.*

Bidders must insure that they have their DUNS number included in the proposal as required in Section L of the RFP.

Oral Presentations:

Recommend that bidders identify the proposed center director and key management staff as early as possible. Bidders should match resumes to job descriptions and ensure that nominees meet corporate qualifications.

All request for presentation equipment must be in writing and submitted to the panel chair Ms. Marcia Hampton at the address located on the SF-33.

Business Management Proposals:

In preparing a BMP a bidders costs may be based on experience or detailed lists of what the cost include. Either way is acceptable. If experience is used, explain the experience in detail.

Potential bidders need to make sure their costs are justifiable in accordance with Section L of the RFP. Cost will be discussed the final proposal round. Bidders will only be excluded from the final round due to technical merit, not cost.

The Regional CDSS plan is provided in this amendment.

No facility survey is available for the Memphis Job Corps Center at this time.

Chapter 9 of the previous edition of the Job Corps Policy and Requirements Handbook will be used to complete the financial requirements, since the new PRH Chapter 5 appendix requirements have not been issued yet.

Proposals can be completed using the latest versions of Microsoft Word and Excel.

	Question	Answer
1	<i>Are the orals going to be conducted in Denver, CO?</i>	Yes
2	<i>Are there any trades taught off center?</i>	<i>No. There is an ACT program off-center</i>
3	<i>Have we received all materials per L.5 (H) pg. L-4?</i>	<i>No. There is no facility survey available for the Memphis Job Corps Center at this time.</i>
4	<i>Will any members of the Atlanta Regional Office be on the Panel Teams?</i>	No
5	<i>The energy consumption report provided depicts only 9 months of information. Can the Region provide consumption information for the latest 12 months?</i>	<i>A 12 month consumption report is now available as attachment J-9</i>
6	<i>Are all bidders awarded an oral presentation?</i>	Yes
7	<i>What was the previous dollar amount?</i>	<i>This information cannot be divulged</i>
8	<i>What is the current attrition rate?</i>	<i>This is proprietary information and will not be divulged.</i>
9	<i>Please clarify if and when a proposer is expected to be in Denver Regional Office for the drawing of lots.</i>	<i>Bidders will not be present for the drawing of lots. The Denver Regional office will randomly select the names within two days of receipts of proposals and will notify the bidders by phone of their designated oral presentation date and time. Please refer to section L of the RFP.</i>
10	<i>FOIA Requests, will the Atlanta Region Respond in a timely manner (e.g. in accordance with Federal Requirements) to any FOIA requests pertaining to the Memphis Center?</i>	<i>Yes, the Atlanta Office will respond to all FOIA requests in accordance with Federal regulations.</i>
11	<i>Are sub-contracting opportunities available for small businesses? How do we apply?</i>	<i>Yes, however the region will not facilitate these opportunities. It is advised that small businesses network with the other bidders present to discuss potential opportunities.</i>
12	<i>Page C-11 and J-47: Is there a more specific definition of the Memphis Zone of influence?</i>	<i>The Memphis Zone of Influence and the Regional CDS plan are attachments to this RFP.</i>
13	<i>Regarding G-2: Since there is no "Blank" and "Indirect Operations" line, should bidders anticipate activity on this line?</i>	No.

14	<p>Page I-3: "Contractor use of Mandatory Sources of Supple. 52.208-9" would ask that the Government reconsider the inclusion of this clause in the RFP. Considering the following?</p> <p>a. This clause is not a mandatory or recommended clause for a CPFF service contract for FAR matrix, and</p> <p>b. If included the Government is to provide a list (contract schedule) of the mandatory supplies to be provided under this RFP.</p>	<p>This clause is appropriate for use in this RFP. Further, upon award the successful contractor will be required to provide information documenting that they are following the requirements of this clause.</p>
15	<p>Page M-4: Automated Past Effectiveness Report. Is there a recent report and if so could bidders be provided a copy of such?</p>	<p>As a result of this question, it has been discovered that the Memphis Center is not listed on the current report, therefore, the information will not be provided to the bidders. The information will be available and utilized for evaluation purposes.</p>
16	<p>What is the current price inflation factor to use for option years?</p>	<p>The current inflation rate is 2.1%</p>
17	<p>L-13, who should the past performance form be sent to? Just Job Corps related contracts or Just Department of Labor related contract or all government contracts?</p>	<p>The past performance information should be sent to the address listed on the form. Please refer to Attachment J-11 of this RFP. The data submitted should be for any contracts the offeror may have or had that provides experience which would be applicable to this RFP.</p>
18	<p>What is the cut-off date for questions?</p>	<p>The last date for questions was September 13, 2001.</p>
19	<p>Point of clarification of the vocational offerings listed on page C-8-9: Our understanding is that the medical records technician is no longer an approved vocational offering. Please clarify.</p>	<p>This is correct. The Medical Records Technician has been deleted and the number of On-Center Vocational slots have been reduced to 212. Please refer to the new page C-9 for the RFP which is attached to this amendment.</p>

Remove

C-9

Replace

C-9

Comments

The Medical Records Technician vocational trade has been deleted and the number of vocational slots is reduced to 212.

Vocational Offerings	Training Slots	
	On Center	Off Center
<i>Medical Assistant</i>	30	
<i>Material Handler</i>	24	
<i>Computer Service Technician</i>	24	
<i>Electronics Assembler</i>	24	
<i>Accounting Clerk</i>	30	
<i>Phlebotomist</i>	30	
<i>Medical Office Specialist</i>	30	
<i>Carpentry (National Training Contractor)</i>	20	
<i>Advance Training</i>		23
Total Vocational Slots	212	23

14. **Advanced Career Training**(X is " *is not applicable to this contract*): The contractor shall provide advanced career training through enrollment in post-secondary institutions to students who demonstrate the potential to successfully participate in higher education. The program shall meet all the requirements of PRH, 3.14.
15. **Employability Skills Training:** The contractor shall ensure that the practice of skills that make students employable is fully integrated into all aspects of training and that students acquire the skills, knowledge, and attitudes that shall make them assets to employers. Specific skills and knowledge which must be incorporated into all training activities are outlined in PRH, 3.15.
16. **Information Technology:** The contractor shall provide students with instruction and practice in applied information technology, computer-based learning, and business-related technology. Specific skills and knowledge which must be incorporated into all training activities are outlined in PRH, 3.16.

Region III

CAREER DEVELOPMENT SERVICES SYSTEM PLAN

*A Vision
of
Changing the Culture
of
Job Corps*

*Office of Youth Services and Job Corps
Atlanta Regional Office*

C^{ONTENTS}

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Executive Summary

I.

The Challenge. *With the advent of the Workforce Investment Act (WIA) of 1998, substantial reform of the nation's job training programs presents the Job Corps program new opportunity to create innovative strategies which will fully address the entire scope of the delivery of service to our students, from admissions through center departure, and as a result, increase the accomplishments of our charges in America's workforce. The challenge of this new phase is an extraordinary opportunity that will enhance our objective to provide young people with the demonstrative skills and competencies needed to obtain and retain a job, enter the Armed Forces, enroll in advanced training, or further educational opportunities. We have long felt that the training provided by Job Corps is excellent, and the JC environment is one which allows young people to turn their lives around and focus on life long learning and long term employment. However, most old timers in this program will tell you that if there is one key component missing in the Job Corps system, it is the solid provision of postgraduate services. With arrival of the information technology era, corresponding changes in workforce expectations and requirements, the way in which we have provided services to our students both on center and past departure is fast becoming passé. The passage the Workforce Investment Act (WIA), brings needed change to our service delivery system, during recruitment, pre-arrival, on-center and post-center, and the opportunity to inspire and enable youth of the new millennium to enter the workforce and realize their full potential. We are confident the professionals who have made the previous system work will design, implement and deliver a new innovative system of individualized, integrated collaborative paradigms which will enhance life skills, responsibility, and long term employability long after students leave the center environment.*

In the early stages of implementation of the Career Development Services System Region III has committed to the seamless delivery of service and an invisible transition to CDSS. The more invisible the working details of the Career Development Services SYSTEM, the better. It is imperative that we implement CDSS in a manner which is least disruptive to the system and corresponding student activity. The vision associated with implementing CDSS is one which expands services and opportunities for JC's customers by providing services which are far reaching yet more accessible and easily adaptable to the transitioning needs of students and employers, alike.

The concepts of Region III's Career Development Service System (CDSS) will focus on the quality of career services provided by Centers, the quality of post-center career transition services, and the quality result of long-term employment and career progression for our students. What is quality? Quality is the degree of measurable excellence achieved by providing the customer what he or she needs. A principal measure of success as defined by the WIA is the level of customer satisfaction. Job Corps customer satisfaction will hinge on the principles of collaboration and coordination in a system wide/community wide partnership designed to provide the skills, competencies and services needed to obtain and sustain employment. Key to the success of the Career Development Services system will be this collaboration of effort and system wide coordination of services offered to students. This means a process of effective continuous collaboration between student and all center staff in the establishment and achievement of individual goals, collaboration and coordination among staff members on center, including the Business Community Liaison and Industry Council, collaboration between center and employers, collaboration with One- Stops, Youth Consortiums, Workforce Investment Boards, community based organizations, other youth federally funded assistance programs, faith based organizations, Welfare-to-Work programs, and other resources to provide assistance to every student in overcoming barriers to employment. In Region III a service is fit for use only if it satisfies customers' needs and requirements. Our CDSS plan is designed with measures of program success as a key component.

Program Accountability *New opportunity brings increased accountability for services offered by JC and its partners. Never before has Job Corps been measured by the quality of the services it provides to its students and the resulting career preparedness and success of its students in the job market up to one year after leaving the center.*

Never have the stakes been higher for our program. If we do not make the changes necessary, do not meet the challenges with a sense other than that all we must do is put "old wine in new bottles," we will surely fail and the future of a generation and future generations of young people will lack the skills necessary to obtain and retain employment

Our partners must and will see federal staff involvement and federal staff must and will demonstrate flexibility, openness to new ideas, a willingness to change direction as needed, as well as hold partners accountable. The RO has committed to not only improvement in the process, or the way JC delivers services, but also the need to invest in employee development to enhance motivation, value, and innovation. CDSS implementation requires commitment and continuity, therefore, it is expected that Centers will demonstrate commitment to employees by providing recognition beyond normal compensation, opportunities for growth and development, sharing knowledge to help employees contribute, and an environment which encourages innovation and risk taking. Focus on the future and the achievement of sustainable system results is key to an effective Career Development Services System.

Program accountability is a key component of the WIA and JC Center operators and other service providers who fail to meet expected levels of performance are required by the WIA to undergo Performance Improvement Plans.

JC programs will be assessed relative to the required indicators of performance. Indicators of performance include:

- T placement rates of graduates in jobs, including jobs related to vocational training received;*
- T Average wage at placement at six months and twelve months after job entry;*
- T retention in employment six to 12 months after job entry;*
- T the number of graduates who achieved job readiness and employment skills;*
- T and the number who entered post secondary or advanced training programs.*

The Resources *New resources to accomplish the new and expanded services for students as delineated in the WIA are limited. Existing resources have been reallocated. Job responsibilities have and will continue to change, new people have been hired and existing contracts have been modified. This has changed the geography and allocation of the tangible resources in the Region, but the intangible resources of vision, innovation, leadership, dedication, and enthusiasm must win the day. Maintaining high standards in these key areas will be a function of every level of management. Communication resulting in effective collaboration and coordination among partners at all levels is crucial to the success of the CDSS, the JC system.*

The Technology *Technology has the potential to play a critical role in the success of CDSS. Not only is imparting technology skills crucial to the success of JC students in today's workforce, technology will allow for the collaboration and sharing of ideas and information among career development partners, i.e., youth consortia, employers, industry councils, career transition service providers, etc. Technology also provides an opportunity for coordination of effort among diverse groups of people which will alter the nature of communication and its role in the career development arena for JC students. Technology allows partners to build systems to track, store, analyze, and share information in new and creative ways. It creates the opportunity to move to building state-wide and region-wide information networks. Technology provides flexibility to cater to different learning styles, e.g., visual, oral, etc., learning needs, and learning requirements, elements critical to the success of each individual student in the CDSS environment.*

Technology can support processes for redefining traditional roles and relationships. It allows for non-traditional partners to enter into dialogue over decision making. Technology can engage individuals to change their perceptions and have the ability to assist partners in building and connecting resources with an equal amount of vision and innovational commitment. Another key component of the WIA is the emphasis on technological resources available at One-Stop Centers and the usefulness of technology to the workforce development system. What is most important,

Job Corps students will be empowered by universal access to workforce opportunities utilizing the linkages provided by technological resources. Information relative to the labor market, and work based learning opportunities will be accessible utilizing available technological resources as well as information on supportive services, local demand occupations, employment opportunities, and the job skills needed to seize these opportunities. Important to our program is that technology will be used to evaluate and track the progress and achievements of each student on an ongoing basis through the utilization of the Job Corp Center Information System (CIS) and associated suite of applications. Technology will also be utilized to capture program data and measure JC program performance and be used to assess and reconfigure systems deemed ineffective.

The Regional CDSS Plan, while not intended to be all inclusive, is to be a foundation upon which Region III partners are to build innovative, effective strategies and methodologies which provide JC's students with a continuum of experiences and services which will ensure that our students achieve the skills needed for long term labor market success.

The Vision

II.

*The Workforce Investment Act of 1998, provides for workforce investment activities which increase employment, retention and earnings, and increase occupational skills attainment in order to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the national economy. As a workforce development partner, the WIA mandated changes in the way the JC program delivers services to its students. JC has been mandated to coordinate services and create a single seamless system designed to achieve long term results for its enrollees. CDSS is a comprehensive and integrated management system for equipping all JC enrollees with the skills, competencies, knowledge, training, and transitional support required to facilitate entry into and **sustain** participation in the labor market. In other words, CDSS is Job Corps and is designed to provide students with individualized, comprehensive career development services from intake through career transition. These services are identified as Core and Intensive services, and are dependent on student length of stay; however, it is our goal to provide individualized services to all enrollees.*

Region III partners in the implementation of the Career Development Service System have committed to the provision of a comprehensive system which provides a continuum of experiences and services which are personalized to address the career related needs and concerns of all enrollees in Job Corps on an individual basis, from initial contact, time of entry into career. Students will acquire the knowledge and skills necessary to seek, obtain and retain gainful employment and understand the environment of the workplace and its dynamics in order to function successfully and ultimately realize long term success in the labor market. During the enrollees time on-center each will develop a solid foundation for continuous lifelong learning. Our focus will be to begin imparting employability skills to each student within the first 60 days to ensure that work-ready prepared students exit Region III centers. On center activities during the integrated CDSS process will focus on the continuous development process of modeling and reinforcing the appropriate mix of skills which will increase the employability and resulting life long employment related gains for all JC enrollees. Our collaborative efforts and partnership development will help to ensure that all enrollees are prepared for the ever-changing demands of the workplace and that each enrollee is able to utilize to the maximum extent the training opportunities presented on Region III centers. A key aspect of the Regional CDSS design is the utilization of a "customer focused" philosophy, and an individualized approach to addressing the needs of every student, with the objectives of as much face to face, hands-on, contact and service delivery as resources permit. The Regional CDSS design has as its intent a process which outlines a system-wide change encompassing a holistic approach to serving all enrollees.

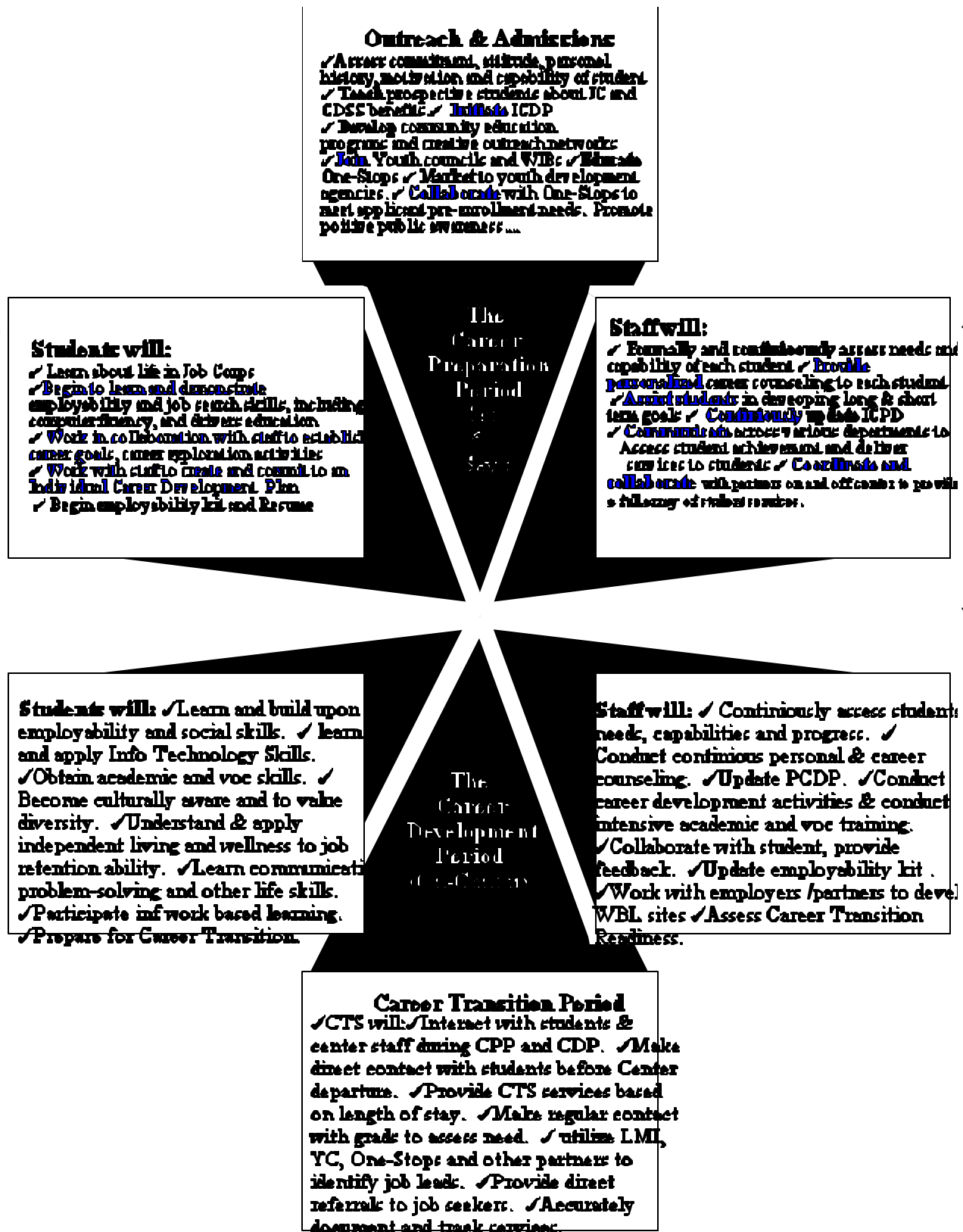
The process will evolve into an integrated system whose components operate in a tandem to provide maximum benefit to all JC enrollees. The major emphases are ongoing personalized career management, including continuous assessment and feedback, attention to individual student ability, capability, pace and learning style and student involvement in the setting of goals and life planning activities.

A successful CDSS model requires coordination and collaboration among different internal and external partners involved in providing services to graduates and non-graduates. We have designed a CDSS model that encourages centers, OA contractors, JACS, WICS, IWEP, NTC's, NJCAA, and CTS contractors, Youth Consortia and employers to effectively coordinate and collaborate to ensure students will receive the appropriate mix of services. This ongoing approach requires that all Center staff share a common vision of the goals and objectives underlying CDSS and that external partners, including One-Stop systems, are involved in the delivery of transitional services, pre and post center.

Region III Centers are to reconceptualize the JC program from a vocational training program to a individualized career development program. Innovation and thoughtful preparation of the CDSS transitional phases of student development are key to getting us there. All phases of each centers' JC program are to be interrelated, versatile and most importantly, personalized and responsive to student needs. The processes associated with the integrated CDSS system are designed to enhance all aspects of the JC experience. Accordingly, continuous student assessment for readiness to move to the next transitional phases are to be designed and implemented to build bridges of continuity between phases. These transition phases include the Admissions Process, the Career Preparation Period, the Career Development Period, primarily on center phases, and the post center Career Transition Period. These phases are discussed at length, as appropriate, throughout the Regional plan, are repeated in defining roles and responsibilities, and are presented as part of the National and Regional CDSS vision in brief as follows:

CPP, CD in III

The first DAYS, to as the Preparat Period i s under prepare student successf participa Job Corp providing ces and which u l l y e to center provide d settings center identify address a l which prevent program counsel work students realistic goals. is also stage in students begin to provided compete which t h e on of the skills y to j o b a n d find and employment.



P,CTS Region

sixty 60 referred Career i o n (CPP) , designed CDSS to e a c h f o r u l tion in b y experien activities successf acclimat students l i f e ; structure f o r staff to a n d individu barriers m a y J C success; a n d w i t h in setting career The CPP t h e w h i c h w i l l b e access to n c i e s a l l o w s acquisiti b a s i c necessar enhance readiness ability to retain

CPP is the student's initial enrollment on the center and incorporates enhanced/expanded requirements for individualized activities for both the Introduction to Center Life and Career Planning aspects of the CPP along with a host of new services designed to truly prepare the student for Career Development, the next phase. During this time, students will learn about life in Job Corps, Job Corps expectation of the student and also acquire and demonstrate employability and job search skills, including computer fluency. Formal comprehensive assessment of each student will be performed by staff members (a career management team). This comprehensive assessment will determine each individual student's needs and capabilities and serve as the basis for planning services for each student and the monitoring of student progress based on ongoing continual assessment. Students and staff will work together in setting individual goals, and on formulating the initial Personal Career Development Plan (PCDP) which will define the student's current career goals and aspirations, define prospective academic/vocational training strategies, as well as identify ANY support needs the student may have which could prevent them from successfully completing the program. Each student's PCDP must be continually updated by the center staff predicated upon each student's achievements and progress throughout the program. In addition, personal counseling will be conducted with each student on an ongoing basis for the purpose of early identification of and intervention in student personal issues which could present barriers to full participation in the program.

During the CPP, in addition to the collaborative development of the Career Development Plan, each student will work with his/her assigned career development staff member on career development readiness training. Career development readiness training includes navigating the labor market, job search training, introduction and visits to real workplaces, Internet use for employment assistance, career exploration, resume preparation, and computer literacy. The assembling of Employability Kits will begin and must contain: the student's resume, birth certificate, driver's license or ID card, voter registration card, high school diploma or GED, INS Alien Registration (if appropriate), school records, and public assistance documentation (if applicable). Students will also be required to visit and register with the local One-Stop, or register on-line with their home area One-Stops, in an effort to begin the job search process as well as familiarize them with this valuable community resource.

In addition, there will be a continual emphasis on the attainment and assessment of Personal Development Skills which includes introduction to employability and social skills, conflict resolution instruction and beginning instruction in Driver Education, to ready students for successful participation in center life and employment. All staff are expected to clearly communicate, motivate, consistently model, and evaluate the incorporation of appropriate employability skills of every student. If a student separates from the program during this CPP period, it will be the responsibility of the assigned on-center Career Transition Specialist to provide that student with a referral to the One-Stop closest to where the student is returning.

The Career Development Period

*During the Career Development training period, students are expected to play an active role in developing their training schedules and will be encouraged to pursue training interest off center incorporating work-based learning and School-to-Work principles. During this time, greater focus will be placed on providing an individualized mix of services intended to meet each student's needs. Center staff and employers will continue individualized personal counseling which started in CPP and expand services to include a focus on career planning and guidance as well as provide students with intensive instruction in academic and vocational curricula, exposure to interpersonal communication and problem solving skills, and provide opportunities to practice social and personal management skills. Students will be exposed to on center and employer work sites to teach required skills and competencies. Staff should continually assist students in setting long and short term goals associated with a Personal Career Development Plan **and** earn the respect and trust of the student in achieving the plan. The content of training, student schedules, method of delivery and pace will be tailored to the individual needs, abilities, and career goals of each student. Flexibility will allow skills attainment be tailored to each student's needs and learning capabilities. Work based learning opportunities and the School-to-Work approach to career development will allow students to see their academic skills as an integral part of their vocational skills development. Again, during this phase, center staff, as well as employers, will provide students*

with instruction in academic and vocational curricula, instruction and practice in communication, problem-solving, and social skills.

The CDP is designed to integrate academics, vocational skills and independent living skills to impart knowledge and to develop appropriate attitudes and behaviors in the context of the real world of work. Students will begin the job search process and planning for independent living. During this phase, staff will continuously assess the student's needs, capabilities, and progress. As the student completes various objectives, the student's Personal Career Development Plan and Employability Kit will be updated to reflect progress and achievements. An integral part of the process will be the sharing of information with students and positive reinforcement associated with successful outcomes.

Prior to scheduled termination, students will work with their assigned on-center Career Transition Specialist to:

- < prepare the final post-center transition plan*
- < determine any post-center services (e.g., housing, child care, etc.) needed*
- < finalize resume*
- < update employability kit*
- < refresh job search skills and employability skills*
- < undertake job development and job search activities*
- < contact post-center Career Development service provider to arrange for a face to face or telephonic introduction with the students*

The transition to post-center services must begin before a student departs the center. Centers must develop protocols to identify when each student is nearing completion, e.g., when a student takes the GED test, or when a student is 80% complete on his/her development plan, and must begin transition activities at this point. On-center Career Transition Specialists (CTS) will insure each student has an established relationship with his/her post-center Career Transition provider, including those who move to a different Service Delivery Area within Region III or any other Region. On-center CTS staff will work with the post-center CTS staff to coordinate job development activities and insure a smooth transition of information and services occur between the two providers.

A *ssessing Career Transition Readiness*

During the revamped exit phase it is expected that students will play an active role in assessing remaining needs prior to leaving the center environment. Centers, again, have great flexibility in designing the exit phase; however, all designs will include the availability of additional support to students to further reinforce the concept of career development and to facilitate the transition to a productive life after departure. During this phase Career Managers will encourage students to re-connect to One-Stops and to develop relationships, as appropriate with support providers, JACS, WICS, NJCAA/ Alumni, and others located in the town in which they are likely to return after leaving the center in order to seek employment and identify support agencies BEFORE leaving the center. This career transition phase should include:

K *Scheduled Departure*

Students should be given an approximate date for departure. This approximation of date could be based on completion of a percentage of their personal development plan before entering the exit phase. Career Managers

and the student's designated career management team will review notes recorded on CIS to determine if the student is ready to enter the exit or career transition phase.

K Work Experience and Last weeks on Center

After the determination that a student is ready to enter the exit phase, Case Managers will work intensively with students to seek employment (either work-based learning or permanent full time employment) and make arrangements for post center needs. Centers will:

- a. Assess each student's graduate eligibility*
- b. Provide job readiness training*
- c. Update and document all student achievement credentials*
- d. Assess, document, and assist in making final arrangements for each graduating student's transitional needs including:*
 - 1. Housing*
 - 2. Transportation*
 - 3. Child Care*
 - 4. Health Care*
 - 5. Work Clothing & Tools*
 - 6. Food and Nutrition*
 - 7. Budgeting*

During the Career Transition Period the Zone of Influence Strategy for each Center will determine service provider responsibility.

In summary, through the use of a career management approach, students will receive a comprehensive array of support services. In Region III students will have continuous contact with and support from career development/CTS staff until one year after placement. Each student will receive practical and useful information during the first 60 days regarding employability and information technology, designed to enable him/her to conduct a job search and perform basic computer skills. ***The first 60 days of enrollment on center should enhance the ability of all enrollees to obtain a career.***

Region III, in collaboration with its partners, has designed our service system to be as clear and simple as possible. Our collaborative effort has resulted in a **Career Transition Phase** which employs in a "**zone of influence**" service delivery strategy. This strategy is designed to provide each of our customers a team of adults who have real ownership in individual successes. Each staff member in the system will be held accountable, not for the accomplishment of their jobs, but for the success of the young people in their charge. Services to students must be as seamless as possible from recruitment, training, to post-enrollment services and support. Thus, the quality of the result of the services delivered becomes a key program success indicator. Our strategy clearly defines responsibility for service delivery for all students who seek Job Corps training.

Other quality indicators we must meet are those we create within the JC system itself and involve goal setting, data analysis, and performance indicators which are statistically driven. We cannot minimize the importance of effectively updating and tracking student data and other performance standards designed to inform partner organizations in our system of performance satisfaction. These indicators will serve as a measuring stick by which decisions are made regarding the future of partner organizations within the system. In this regard, we will continue to work with every partner involved in the system to ensure that goals are realistic, definable and adequately communicated.

What follows is a plan that envisions ownership through quality partnering, training and articulated services through a well-defined service strategy which focuses on sustaining excellence through coordination of services and achieving long term results.

Regional Design

III.

R *Our focus will be to impart employability skills to each student within the first 60 days to ensure that work-ready prepared students exit our centers. Our collaborative efforts and partnership development is the foundation designed to ensure that all students are prepared for the ever-changing demands of the workplace. A key aspect of the Regional CDSS design is the utilization of a “customer focused” philosophy, an individualized approach to addressing the needs of every student, with the objectives of as much face to face, hands-on, contact and service delivery as resources permit. The Regional CDSS design outlines a holistic approach to serving all students.*

The process will evolve into an integrated system which will provide maximum benefit to all JC students. The major emphasis is ongoing career management for all students, starting from a student’s introduction to JC, on center and continuing off-center. Region III partnerships will embody several guiding principles: As depicted in Exhibit III we envision a career management system that envelops three essential elements including:

Employability skills training. *An effective CDSS approach must ensure the development of career skills for all students. Toward that end, all centers will provide clear employability skills training during the first 60 days on center, with a particular focus on imparting technology skills through innovative approaches, and continue to enhance these skills on an individualized basis while the students remain on center.*

Ongoing needs assessment. *The career management approach will be utilized on center to continually assess student needs and capabilities. Centers and other service providers will conduct ongoing needs assessment with eligible students beginning on center and continuing off-center to eligible students. A core element of CDSS is the provision of transitional and supportive services to graduates for up to 12 months after initial placement. . Identifying barriers and other transitional needs will make a difference in graduates and non-graduates’ ability to secure and retain employment.*

Internal and external partnerships *A successful CDSS model requires coordination and collaboration among different internal and external partners involved in providing services to graduates and non-graduates. We have designed a CDSS model that encourages centers, OA contractors, JACS, WICS, IWEP, NTC’s, NJCAA, and CTS contractors and employers to effectively coordinate and collaborate to ensure students will receive appropriate services. This approach requires that all Center staff share a common vision of the goals and objectives underlying CDSS and that external partners, including One-Stop systems, are involved in the delivery of transitional services.*

Administrative Structure

IV.

A *In keeping with the key components of the Workforce Investment Act, Region III in the development of its CDSS plan allows much flexibility at the state and local/center level in how each partner planned to provide enhanced*

services to students. As partners, we surmised that with increased accountability for results, responsible service providers should have some say in structural design. The WIAs' focus on coordination, collaboration and integration of activities and information were conducive to the Region III way of doing business and vision for career development services. With foresight into the future of the workforce development arena, before the advent of the WIA, Region III JC had developed the youth consortium concept, a model upon which the development of this plan hinges. In Region III we set up a system to share as much information as possible. One example, the Georgia Youth Consortium which evolved over the past two years from an effort within the Regional Office to bring a "unit" (centers) together as partners. This effort resulted in a youth consortium which has been the cornerstone in Georgia to develop approaches for effective, coordinated services in the state. Accordingly, consistency in the quality of services and alliance of the effort has been the leading force in the achievement of common goals. As a result, barriers such as turf issues have been eliminated. Youth Consortia relationships in the Region ensure a significant level of involvement and input from partners which will positively impact the implementation of CDSS. Youth Consortia have come together in Region III to increase JC involvement in youth councils and other organizations that have an effect on youth and employers, assisted in the development of state policies that reduce duplication and increase coverage in a state, developed marketing systems to promote the global impact of JC and improved the quality and consistency of services. Upon this concept of cooperation, team building, and collaboration Region III developed its CDSS plan structure and service strategy. Youth Consortia have (some are further along than others) developed the appropriate linkages with employers, One-Stop service providers, and have developed web sites to facilitate and coordinate activity and provide information system-wide. The Region has committed to providing leadership and guidance, while giving centers considerable flexibility in designing and tailoring systems that are most appropriate for the students they serve. Thus, the administrative structure comprises regional, center, and OA/CTS design teams as well as consultants who will serve as mentors. Under this structure and plan, all centers will transform their operations and programming, and consultants and contractors will reconfigure the services they provide to the Region.

V.

The Zone of Influence Strategy for Career Transition

Region III incorporates nineteen(19) JC Centers in the seven states of Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee. These centers and service related partners, i.e., Outreach\Admissions, CTS contractors, State Employment Security agencies/One Stops, and others, have firmly committed to the Job Corps program objective of providing individual career development services which leads to long term employment, increased earning potential and advanced educational opportunities. Regional partners have committed to the provision of a comprehensive system, integrating core and intensive services, which addresses the career needs and concerns of all enrollees in Job Corps from entry to exit. The Zone of Influence Strategy was developed to impart a focus on graduates and former enrollees for each partner of the system and to define responsibility related to service delivery. Maps of each state, (included as an attachment), delineate zones of influence for each center with the balance of state service provided by CTS contractors. Zones of Influence are further defined by zip code in each state for clarity in identifying service provider responsibility. Attached is to this plan is the initial CDSS Zone Directory, by zip code, to be utilized by our Region to Region partners in student service and placement effort. Clear definition of service provider responsibility is particularly useful for centers outside the Region seeking identification of the appropriate service provider for students who return to the Region. The Zone of Influence strategy will also assist in maintaining Job Corps' community focus. Centers best know the local employers, councils and community-based organizations with whom they share resources and form partnerships which should foster the collaborative nature of service delivery for JC enrollees.

In the development of the zone of influence strategy the RO provided the requisite graduate numbers to assist the youth consortia in deliberations related to zones of influence and CTS contractor responsibilities. Centers were challenged to delineate their "zones of influence" and will serve all graduates from their centers who are placed within that zone. Graduates from other centers who return or relocate in their zone may be served by them, as well, according to the individual state plan. On center services to students are driven by factors such as manageability, availability of services in a zone, number of students projected to return to a center's zone and a consideration to the economies possible in each

situation. The RO and its partners continually analyzed each situation to weigh these factors against the desire by centers to serve only their own graduates. The expected caseload ratio of each Career Transition Specialist in the Region, based on graduate numbers, will be 1 to 80.

Geographic areas outside centers' zones will be served by Career Transition contractors servicing the balance of state. Students, regardless of which Center they attended (including out-of-state and out-of-region students), will be assigned to the designated CTS provider in the geographical area in which they reside after leaving a center, except possibly as noted above. Our combined efforts and continual partnership development will ensure that all students are prepared for the changing demands of the workplace and assure that service delivery is a continuous process which effectively tracks student progress.

Region III Individual Job Corps Center (JCC) Zone of Influence Strategy

Job Corps Centers were required to have service strategies which were consistent on a state-wide basis. Although strategy differs slightly in responsibility for services to students, plans are consistent on a state by state basis. **All Region III centers must provide services to graduates, former enrollees and early terminations in their zone of influence.** The coordinating effort and transition of students to Career Transition Specialist (CTS) in and out of state revolving around the concept of seamless service delivery favors a cooperative effort. The service strategy for each Region III JCC is outlined below.

Regional Zone of Influence Strategy

Alabama

Gadsden JCC and Montgomery JCC will provide service to all students returning to the zone of influence delineated by zip code for each center **regardless of center of origin.** Students outside the established zones will be assigned to the balance of state CTS for services.

Georgia

Atlanta JCC will be responsible for placing all graduates and former enrollees of the Atlanta JCC only and only those in the Atlanta zone of influence. Graduates of the center returning to counties outside of the zone of influence will be assigned to the balance of state CTS. Non graduates with less than 60 days will be assigned to JACS or WICS and referred to a One-Stop center in their home community.

Brunswick JCC and Turner JCC, located in Georgia have defined a service strategy consistent with the one described for the Atlanta JCC.

South Carolina

Bamberg JCC will provide career transition services for all its graduates and former enrollees with "60 plus days" **throughout** the state. This means that Bamberg is assuming responsibility for providing services to an entire state, however, it is worth noting that in SC approximately 77% of SC students are assigned to JC centers in other states, in particular Kentucky, therefore, Bamberg will not be providing services to the large number of students returning from other centers/states. Non-graduates services and all other students will be assigned to the balance of state CTS

North Carolina

This state has four Job Corps sites, **Kittrell JCC**, and three **Conservation Centers, Lyndon B. Johnson, Oconaluftee, and Schenck.** The **entire state of North Carolina will be one zone of influence** providing ongoing career transition support services to terminated students residing within North Carolina, regardless of center of

assignment. Kittrell JC Center will coordinate all career transition services in the entire state of North Carolina. NC will set-up five career transition service locations/co-locations with One-Stops servicing graduates and 60 days plus non-graduate terminees returning to the state.

Florida

The **Miami JCC** will be responsible for all career transition services to **graduates and former enrollees who reside in the center's zone of influence after separation from the program.** The balance of state CTS will be responsible for all other students including those returning to the zone from another center or Region.

The **Homestead JCC** will provide transition services to its center graduates and former enrollees who reside in the center's zone of influence. The balance of state CTS will be responsible for students returning to the zone from another center or Region.

Jacksonville JCC will provide transition services to its center graduates and former enrollees who reside in the center's zone of influence. The center will also be responsible for military placements and in addition, will partner with other contractors to provide career transition services for students who live outside the zone. The balance of state CTS will be responsible for students returning to the zone from another center or Region.

Gainesville JCC will provide transition services to its center graduates and former enrollees who reside in the center's zone of influence. The balance of state CTS will be responsible for students returning to the zone from another center or Region.

Mississippi

The three Centers in this state, Batesville, Gulfport, and Mississippi Job Corps Centers will be responsible for all career transition services to graduates and former enrollees from their respective centers that reside in their respective zone of influence after separation from the program. Centers will also take responsibility for college and military placements. The centers will provide services to graduates of partner centers returning to their zone. The balance of state CTS will provide transitional services to graduates outside centers zones. JACs and WICs and respective One-Stops will provide referral and follow up on all under 60 day non graduates in the state.

Tennessee

The **Jacobs Creek JC CCC** and **Memphis JCC** plans to provide transitional services to all graduates within the centers defined zone of influence. Additionally, Memphis and Jacobs Creek JCC will service graduates of other JCCs returning to its zone of influence. The centers plan to subcontract services for former enrollees and provide referral information to all terminees.

VI.

C DSS the WIA Way-----Meeting Student Need on an Individualized Basis

Region III JC Centers will infuse throughout the training process a succession of experiences and services, personalized to each student's needs, designed to enhance the ability of enrollees to obtain and retain employment, earn a liveable wage and the capability to progress in his/her career. A key component of the Regional plan is that all students, graduates and non-graduates, alike, will gain from the JC experience. Core and Intensive services will be provided to all enrollees. Of course, the level and intensity of services provided is driven by student length of stay. Core services should be provided to students who remain on center longer than 60 days, more intensive services are rendered to

*students who remain in JC longer and/or are graduates of the program. **Core services, which may be delivered in partnership with One-Stops include:***

- T Orientation to One-Stops and all available and related services*
- T Initial assessment of skill level, aptitudes, abilities, and supportive services*
- T Job search, placement assistance, and career counseling*
- T Comprehensive Labor Market Information*
- T Accurate information relative to the availability of supportive services, including child care and transportation, available in the local area, and referral to such services, as appropriate*
- T Information regarding filing claims for unemployment compensation*
- T Assistance for establishing eligibility for welfare to work activities and programs related to financial aid for training and education.*

Intensive Services include:

- T Ongoing, comprehensive and specialized assessments of skill levels and service need*
- T Diagnostic testing and other assessments tools*
- T In-depth interviewing and evaluation to identify employment barriers and appropriate long and short term employment goals*
- T Student collaboration in the development of a comprehensive Personal Career Development Plan*
- T Individual counseling and career planning*
- T Opportunities for career management utilization*
- T Short term pre- vocational services to include employability training and social skills development.*

Roles & Responsibilities **VII.** In Service Delivery

The roles and responsibilities of Regional partners are defined in general terms in order to ensure that a clear working relationship is established between partners and the centers who are ultimately responsible for graduate outcomes. Roles and responsibilities will be officially described in working documents such as Center plans, contracts, Memoranda of Understanding, and agreements between entities. The Regional Office will evaluate performance in terms of roles and responsibilities, where applicable, and make necessary adjustments.

P Outreach and Admissions Counselor Role

Potential JC students will be introduced to the Career Development Service aspect of the system beginning at Outreach/Admissions. The Outreach and Admissions partners will become the “sales force” pitching the JC program in terms of long term commitment to long term employment success for enrollees, as well as, foster and maintain a positive public manage for the JC program. Outreach contractor’s plan will include a detailed description of the public education and outreach methods, activities, events, and linkages that will be developed to foster referrals of eligible youth, as well as, foster and maintain a positive public image for the Job Corp program. Contractors are to develop marketing and advertising techniques designed to attract youth to JC. Material developed by OA/CTS contractors shall include center specific information and be designed to reach a diverse audience. OA/CTS contractors are expected to develop linkages with other youth service partners through working cooperatively with schools, social service agencies, become youth councils and workforce investment board members and collaborate with other youth programs, One-Stop centers, state vocational rehabilitation agencies, National Job Corps Alumni and other organizations to promote referrals of applicants who are eligible to participate in JC. Regional OA/CTS contractors will develop a system to ensure timely follow up on all referrals and a system to document and monitor the effectiveness of outreach efforts, including efforts to collaborate with One-Stop Centers. In addition, OA/CTS contractors will support a direct referral system that provides unions, business/industry organizations, and individual employers a mechanism for expediting enrollment of youth in JC who applies for entry into apprenticeship programs, but who do not meet the minimum apprenticeship requirements. OA/CTS contractors are also to develop systems to assign eligible applicants to available training slots in accordance with contract goals, center needs and applicant interest with consideration given to any mitigating conditions. In addition, OA contractors are expected to query OASIS to receive prospective student lists and subsequently refer students to OA counselors. American with Disabilities Act (ADA) compliance is required at all JC centers. Special need students and/or disabled students are to be recruited for training and placement in JC programs. Center/Contractor CDSS plans are to incorporate plans to identify resources to assist special needs’ students.

The traditional AC role which includes the eligibility determinations processes, graduation requirements, program expectations, academic and vocational offerings, rules of conduct, LMI, allotment information, and the like, will be enhanced and expanded under the CDSS. JC should be marketed as a different program with the emphasis on long term commitment to the success of the student. AC’s should initially assess a student’s motivation, capability and career aspirations for JC suitability. Admissions Counselors will be trained on key components of the “new” way of business, including the new eligibility and assignment requirements for enrollment of at-risk youth. AC’s will become a part of the integrated effort to recruit students who meet the requirements related to need for additional training. Commitment on the part of the student to the JC’s mission of incrementally increasing a student’s employability skills will be a primary focus of the recruitment effort. Admissions Counselors will be a student’s first link to how the Job Corps expects to serve that student, JC expectations of the student, including commitment to long term successes, the accomplishment of incremental goals which leaves a student with long term employability skill, and the JC’s expectation of commitment to that student. AC’s shall provide applicants accurate information about center living accommodations, conduct standards and expectations, community service activities, allotment information, and the CDSS components. AC’s will assist the applicant in initiating career planning by discussing available vocational offerings and trade requirements and utilize labor marker information to advise applicants on the career outlook for expressed vocational interests.

The AC will initiate the Personal Career Development Plan (PCDP) and explain how use of the PCDP, as a personalized blueprint will be utilized throughout enrollment and post center to assist the student in meeting career goals throughout their JC tenure. Attached to this plan is the model PCDP currently in use in Region III. In addition, in instances where an OA identifies an immediate need for a pre-enrollment service, the OA is to assist the applicant in connecting to the One-Stop system and collaborate with One-Stop staff to meet the applicant need.

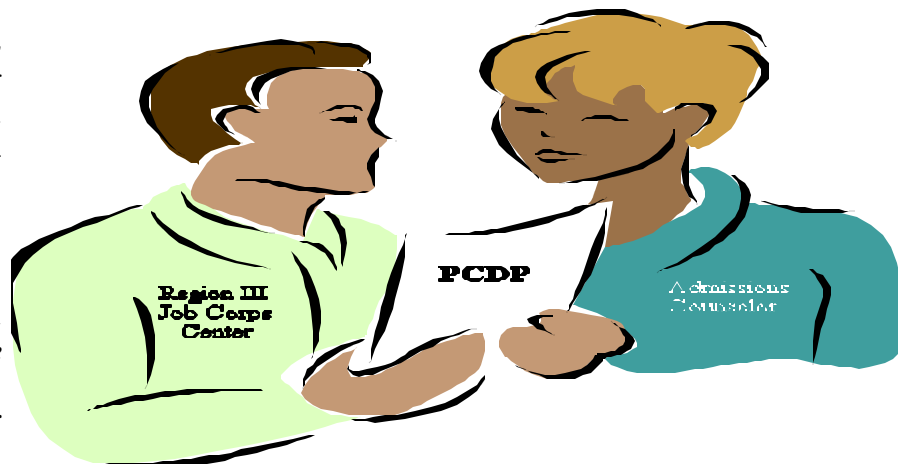
The Region encourages AC commitment to the student’s long term success and expects the AC role to be one of continued mentorship. Employability and job readiness preparation will commence upon initial contact with the AC and continue with the student’s first day on center. Students arriving on center should have an accurate understanding of the services they can expect to receive as a result of CDSS enhancements.

Regional Expectation #1

All OA providers will be fully connected to the center with which they work.

Threshold: Willing & Qualified

Regional AC's are to utilize a variety of assessment techniques to conduct an initial assessment of a student's career interests and need. Information obtained from such assessments will be used as the foundation for the development of the Personal Career Plan. AC's are required to forward the AC's Tool (ACAT) to the center of assignment for Development Assessment review.



P One-Stop Center Role

The WIA places new emphasis on youth within comprehensive state workforce investment systems. is a designated One-Stop partner communities with JC centers, One-to develop strategies for linking JC One-Stop system. The WIA also requires that all customers, including youth, be able to access information and services through a One-Stop delivery system. The One-Stop system is viewed as the vehicle for bringing together numerous training, education and employment programs into a single, customer friendly system. The underlying notion of "One-Stop" is the integration of programs, services and governance structures. Accordingly, One-Stop systems will be seeking better ways to incorporate youth programs, develop a broader array of youth services, and reach out to a wider range of youth program partners than was typical in the past. Thus, the One-Stop delivery system is an important component of providing the comprehensive array of services that youth need to successfully transition to careers and lifelong learning. In addition, One-Stop partnering will position JC Centers with the ability to improve its program linkages with members of employer-directed councils and organizations. It is the Regional intent that mutually beneficial relationships and partnerships are established and strengthened between JC and One-Stop Centers. Memoranda of Understanding will be developed in order to cement this partnering effort. Where co-location is not possible, all CDS and CTS staff will be in regular communication with One-Stop staff, working together to support the delivery of seamless client-based services.

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It is the Regional expectation that all Job Corps students will be registered with a One-Stop or an Employment Service Office upon entry. All Job Corps partners will ensure that all graduates and non-graduates are registered with the local One-Stop Center, either at the time of enrollment in Job Corps, during training, or upon separation from Job Corps. From intake through career-transition, JC will promote linkages with One-Stops, and will integrate visits to One-Stops into the JC experience for all students. External linkages with One-Stops and local workforce development community-

based organizations will be maintained by Centers and CTS Contractors to help Job Corps increase on-center and post-center success.

Referrals and coordination with local community-based organizations and One-Stop Centers will be an integral part of the strategy tailored to meet the needs and qualifications of JC youth. At a minimum, CTS and CDS center staff will maintain an active participation with Youth Councils and local youth service providers in most local Workforce Investment Service Areas impacting Job Corps students. All One-Stop Centers will have current Job Corps information provided by Center or CTS contractors. One-Stop centers should include JC on their menu of available services to youth. All JC centers will provide Admissions Counselors and One-Stop Centers information about CDSS as well as the availability of vocational training offerings, dorm-life, center-specific rules, recreation, and other aspects of center life. Where possible and feasible, CTS contractors will co-locate with One-Stop Centers. Region III's zone of influence strategy, incorporates the co-location of some CTS providers at One-Stop centers. Post-Center Career Transition Service contractors will make a referral to One-Stop Centers and follow up with non-graduates. Memoranda of Understanding will be developed to support and train One-Stop Center staff/partners.

Coordination of services to students region-wide will be done largely through state youth consortia and implemented in the strategy outlined in this plan. The Business Community Liaison (BCL) on each Center will have an active role in the development and partnering effort with One-Stops in the Region.

P Job Corps Center Role

JC Centers are expected be reconceptualized programatically in principle and by practice. Centers will improve operations and go beyond the traditional method of training in order to achieve better long term outcomes for students. Region III JC Centers will focus on assisting youth in becoming valued assets to their communities. Centers will develop and implement creative and innovative strategies that fully address the admission, career preparation, career development and career transition phases in order to assist all students to receive maximum benefit from the JC experience. Regional JC centers are allowed considerable flexibility in designing programs which incorporate the basic principles of CDSS, innovation, collaboration and coordination of effort. However, providing a continuum of quality services to students is to be the focus of Regional JC centers. The Region intends that all JC students will be served under CDSS. However, consistent with the policy set forth by the National Office, the longevity and intensity of those services will vary by the type of student separating from Job Corps. However, each JC center shall provide enrollees with individualized, well organized, fully supervised programs of education, vocational training, work experience, recreational activities, physical rehabilitation and development, and counseling.

*Individual student input and participation in the setting of long and short term goals toward completion will be the norm on all Regional JC Centers. Centers are required to integrate academic, vocational, social and independent living skills to impart knowledge to students and develop the appropriate workplace attitudes and behaviors. Each JC center will also provide access to **Core and Intensive** services to all assigned enrollees. Core services will be provided to all enrollees, whereas, Intensive services will be a focused effort on students remaining in the program longer than 60 days.*

Region III Job Corps will be a demonstrative skills based program; a career skills, academic skills, vocational skills, job retention skills, social skills and skills attainment programs at all levels. Innovative learning strategies and instructional technologies will be developed on-center that accelerate student learning. Centers will take student trainees from trainee to student employees prepared for the workforce. CDSS on Center will involve a succession of experiences and services, personalized to each students needs, which are infused throughout all phases of training.

*All entrants to JC will receive some practical and useful information regarding employability and information technology skills designed to enable the student to conduct a job search and perform basic computer skills essential to job readiness and employability during the first 60 days. JC will prepare all entrants with "soft skills" (proper speech, appropriate behavior, dressing appropriately for work, etc) that will be expected of them so they can work toward mastering these skills. On center activities will include a work-based learning requirement and structured exit program. Off center, students will receive work-based learning opportunities and a full array of post center career transition services. The entire approach will be individualized, customized and utilize a coherent **career management** approach.*

Region III JC centers will focus on ensuring long term successful outcomes for its graduates and on the provision of pre-graduation services to all students, preparing them for entry into the workforce. As part of the Career Development Services system, the following are required to be provided to all JC enrollees during the initial sixty days:

- a. Introduction to Center Life*
- b. Introduction to JC center staff and the roles they play in students long term outcomes*
- c. Student needs assessment*
- d. Personal Counseling*
- e. Career development planning*
- f. Completion of the Initial PCDP*
- g. ACT application*
- h. Assistance in obtaining a driver's license or state ID*
- i. Military counseling*
- j. Work Opportunity Tax Credit application*
- k. Job search skills*
- l. Understanding LMI data*
- m. Instruction on the access to and use of the Internet*
- n. Introductions to One-Stop centers*
- o. Employability skills training*
- p. Social skills training (with a focus on behavior management and diversity)*
- q. Portfolio development*
- r. Orientation to work-based learning*
- s. Safety training (Wellness Training)*
- t. Initial referral to post-center CTS operators*
- u. Provide education and career training opportunities*

Job Placement responsibilities or ensuring that graduates stay attached to the workforce after graduation from Job Corps plays a vital role in the continuum of service delivery to JC students. Centers will coordinate services for all graduates and longer staying non-graduates. Centers must also provide transition services as a part of the student's training to facilitate moving from a center environment to independent living as seamlessly as possible, ensuring that a connection is established between the Career Transition Specialist (CTS) and students prior to graduation. In some instances, the CTS may actually provide WBL oversight prior to student graduation.

Centers are well aware that the success of students will be reflected on OMS reports which will affect contract decisions. Centers, therefore, must also track the performance of each CTS who provides service to their students. This information must also be provided to the appropriate balance of state CTS contractor.

Under the Regional Zone of Influence strategy, JC centers may also be selected and designated direct post-center career transition services responsibilities for many students. For students assigned to other providers of career transition services, the coordination rests with the center from which the student has graduated.

Centers may also be assigned some post-center career transition services for former enrollees. For example, centers will be expected to maintain routine contacts with One-Stops on non-graduates referrals.

*Students who enrolled in Job Corps less than 60 days, Non-Committed students, and those terminated from the program because of violations of the zero tolerance policy will receive a one-time referral to a One-Stop center in their hometowns. **Centers will be the sole entities responsible for referring early terminees as outlined below:***

K Send One-Stop registration forms to One-Stop centers in students' hometown.

K Refer early terminees to One-Stop centers closest to their hometown via a postcard.

K No other services will be provided to early terminees during the implementation phase of CDSS.

Students who enrolled in Job Corps for 60 days or more are called Former Enrollees and will receive more intensive post-center career transition services than those leaving prior to 60 days on center. This group of non-graduates will receive the following services for 90 days:

K Initial job placement services, including job referrals and re-employment services.

K Follow-up services, including tracking and referrals for transitional services.

K Assessment of transitional service needs.

K Referrals to One-Stop centers and/or other youth programs for additional services as needed.

What is true for CTS contracts (balance of state service providers) also applies to Centers when providing post-center career transition services.

Graduates from Job Corps will receive an array of services upon separation from centers for up to 12 months from the initial placement period. As part of the Region's CDSS design, centers will coordinate the delivery of graduate services and identify appropriate CTS providers for graduates.

Region III Centers will do the following to provide services to graduates:

P Prepare students for successful job search and placement.

P Establish a Business and Community Liaison to develop relationships with local employers and One-Stop centers.

P Partner with local organizations and other providers to offer full range of support/transitional services to students as required.

P Develop work-based learning sites within local areas to foster growth of vocational skills and employment opportunities.

P Manage student intake and match career goals to resources develop resources through coordination and coordination and foster coordination between AC's, CTS's, CDS's and other Center staff.

P Facilitate case management and referrals for separated students.

P community service learning projects.

P peer-centered activities, including peer mentoring and tutoring.

P organizational and team work training, including team leadership training.

P Budgeting of resources.

P Provide job-seeking and retention skills information.

P Connect students with other providers upon separation from the center.

P Inform students about and connect them with resources/providers available to assist with placement, transition, and retention following center separation.

P Maintain tracking of students, placements and long-term retention.

P Do Transition needs assessment of students on center.

P Long and short term goal development in collaboration with each student.

P Transition planning to meet basic employment related needs.

P Facilitate access to an assigned Career Transition Specialist in the area of residence.

P Mentor youth entering the workforce with adult volunteers.

P Act as support conduit for bringing together various agencies and programs to promote further youth development.

P Conducts employability assessment with a student after Introduction to Center Life.

P Job Corps Enrollee Transitional Phases

The bottom line first - JC centers are to equip all enrollees during the first sixty (60) days to find and retain a job. During this period students will be “front loaded” with information technology, basic employability skills, understand and connect with One-Stops systems and obtain other elements key to career development success. Students are to be provided intensive core services within the first 60 days utilizing a career management team approach. The focus should be preparing JC graduates for successful long term employment outcomes. Centers are to reconceptualize the JC program from a vocational training program to a job training program, with a focus on personal development, academic skills and vocational skills. Innovation and thoughtful preparation of the phases related to student development are essential to the successful deployment of CDSS in Region III. All phases of each centers’ JC program are to be interrelated, versatile and most importantly, personal and responsive to student needs. Centers are to focus on:

- „ Personal Development skills which will prepare the student;*
- „ Employment skills are to help the student find and obtain employment;*
- „ Job retention skills for long term success/higher wage.*

*Centers are held directly responsible for the continued placement and wages of its graduates at 6 and 12 months after initial placement. A graduate is now defined as “a student who attains a GED or completes a vocation **PLUS** key employability skills to enhance the academic and vocational aspects of the definition.” JC’s Centers’ integrated training program should enable students to:*

- „ Acquire the knowledge and skills necessary to find and hold good jobs.*
- „ Understand the work place environment and function successfully in it.*
- „ Develop a solid foundation for continued learning.*

*CDSS is a comprehensive and integrated management system for equipping all JC enrollees with the skills, competencies, knowledge, training and transitional support required to obtain and maintain gainful employment. The system is designed to enhance all aspects of the JC experience, which includes the **Admissions Process** (see Admissions Counselor Role), the **Career Preparation Period (CPP)**, the **Career Development Period (CDP)**, and the post center **Career Transition Period (CTP)**. Center Directors have the responsibility for establishing programs and activities conducted during the CPP and CDP. **Center staff are primarily responsible for two stages in student transition within CDSS, the Career Preparation Period (CPP) and the Career Development Period (CDP) which includes preparation and assessment (Career Transition Readiness) of student for the Career Transition Phases as described below:***

The Career Preparation Period

The Career Preparation Period (CPP) is the first sixty (60) days of student enrollment on center and incorporates activities designed to acclimate a student to center life, the introduction to center life phase, employability and job retention skills, and basic information technology skills designed to equip enrollees with the fundamental tools which are necessary for acquiring and maintaining employment. During this period, JC staff must clearly communicate and consistently model appropriate employability skills, including personal responsibility and computer fluency. Under CDSS, centers will have great flexibility in customizing the activities associated with the first sixty days and a student's introduction to center life. However, all center designs will include a greater focus on career development and will assist students in further developing career goals they should have already begun during the intake phase. Characteristics of the CPP include:

K Entry of Student on Center

*Career development staff, employed by and physically located on centers, will electronically access the student assessment data, personal career development plan, and all other relevant information on necessary support services -- via the Computer Information system (CIS) in order to prepare for the student's entry into Job Corp. Students often complain about having to give the same information 5-6 times during initial entry. The accessing and sharing of information via CIS will eliminate this issue. At this stage, career development staff on center assigned students on an individual basis, will form/assign a team of center staff -- a **career management team** -- which will serve as a resource focal point for the student. Members of this team are expected to shift over the course of the student's life on center to reflect the student's changing needs and requirements from entry to exit.*

K Introduction to Center Life

*Students will enter an introduction to center life phase designed to further reinforce the concept of career development, provide them with opportunities to gain valuable hands-on experience, help develop confidence, and establish bonds with other students and staff. Students will work with assigned career development staff who will assess needs and work with them to further develop the Personal Career Development Plan started at intake. A **quality** student assessment will be performed by center staff which will accurately identify each student's personal and career development needs. Student and staff will work together to formulate an individual career development plan which will define the student's short and long term career goals, determine academic and vocational training strategy and support needs that will enable the student to successfully complete the program and work toward transitioning into a career. Career development staff will oversee the coordination of services provided to the student, both on center and off. During the introduction to center life phase, students will have the opportunity to participate/visit vocational classes, receive individualized career counseling on an ongoing basis, conduct site visits, and job shadow. Students should visit One-Stops during this period to become familiar with the services, to conduct informational interviews, to participate in career assessments, and to gain insight into labor market realities. To maximize these opportunities, centers should expand linkages with communities, employers and other training programs and services. The integration of CDSS into the introductory phase will lead to more informed vocational choices, increased retention, and improved job readiness and employability.*

The first sixty (60) days of a student's enrollment on the center should incorporate enhanced and expanded curricula for both the Introduction to Center Life and Career Planning phase. During this time, students will learn about life in Job Corps and also acquire and demonstrate employability and job search skills, including computer fluency. A comprehensive assessment of each student will be performed by appropriate staff. This assessment will determine each individual student's needs and capabilities. Based on this assessment, students and staff will work together to further formulate a Personal Career Development Plan which will define the student's career goals, define their academic/vocational training strategy, as well as identify ANY support needs the student may have that could prevent them from successfully completing the program and transitioning into a career. This plan must be continually updated by the center staff based upon each student's achievements and progress throughout the program. Collaboration with students in setting or revising their short and long range goals is expected on all Region II Centers.

During this period each student will be presented with activities designed to enable students to practice the skills learned. Students will work with his/her assigned career development staff on both career development readiness aspects of training as well as the creation of the student's Employability Kit. Readiness training includes labor market information and career planning, job search training, introduction and visits to real workplaces, Internet use for employment assistance, career exploration, resume preparation, and computer literacy. Employability Kits must contain: the student's resume, birth certificate, driver's license or ID card, voter registration card, high school diploma or GED, INS Alien Registration (if appropriate), school records, and public assistance documentation (if applicable). Students will also be required to visit and register with the local One-Stop, or register on-line with their home area One-Stops, in effort to begin the job search process as well as familiarize them with this valuable community resource.

Throughout this period, there will be a continual emphasis on the attainment and assessment of Employability Skills, Independent Living Skills, and the setting and attainment of academic and vocational goals. All staff are expected to clearly communicate, consistently model, and evaluate the incorporation of appropriate employability skills of every student. If a student separates from the program during this CPP period, it will be the responsibility of the assigned on-center Career Development Specialist to provide that student with a referral to the One-Stop closest to where the student is to return..

The Career Preparation Period in summary is as follows.

Centers shall:

/ Establish an Introduction to Center Life phase with expanded requirement for individualized activities and experiences to welcome student and assist them acclimating to center life.

/ Conduct an initial student assessment which will serve as the basis for planning services to meet individual student needs and identify any personal issues that may present barriers to students becoming fully engaged in program activities.

/ Conduct personal counseling sessions with each student to identify and intervene in issues which could present barriers to full participation in the program.

/ Conduct career planning in conjunction with individual students relative to occupations and expand career planning activities to incorporate goal setting, the development of Personal Career Development Plans and assessment of and the planning for any identifiable transitional needs.

/ Introduce basic information technology skills and begin teaching job search skills needed for workplace success, including labor market information relevance to career planning.

/ Ready students for successful participation in center life and employment by introducing them to employability and social skills, conflict resolution instruction and, beginning instruction in Driver Education.

/ Assess Career Development Readiness which includes assessing completion of the initial PCDP goals and in conjunction with the student, identification of the mix of career development activities and courses tailored to meet the needs and capabilities of each individual student.

/ Develop methods to assist students in confidence and motivation to achieve their

/ Tailor approaches to meet the needs of the including language barriers issues, Disabilities Act compliance issues, cultural, diversity related issues.



gaining the career goals.

student customer, Americans with ethnic and other

Regional Expectation # 2

Centers will have an energetic CPP with students demonstrating they have learned what was taught.

Threshold: Understanding

***T*he Career Development Period**

During the Career Development Period (CDP) students are to acquire the foundation skills, specific knowledge and competencies needed to get a job and progress in the workplace. During this training period, students are expected to play an active role in developing their training schedules and will be encouraged to pursue training interest off center. Greater focus will be placed on students working to achieve career development goals and the updating and tracking of career related milestones. Center staff and employers will provide students with intensive instruction in academic and vocational curricula, exposure to interpersonal communication and problem solving skills, and provide opportunities to practice social and personal management or attitude adjustment skills. Students will also begin the job search process AND begin planning for independent living. Staff should expose students to One-Stops and assist students in establishing and achieving the goals associated with a personal career development plan. It is imperative that staff earn the respect and trust of the student in achieving the plan. School-to-Work and work based learning will allow students the opportunity to see how their academic skills are an integral part of their vocational skills development.

During this phase, students will have the opportunity to explore the world of work through opportunities such as job shadowing, on-center and off-center work-based learning experiences. During this period the following activities/experiences should be provided:

***K* Personal and Career Counseling**

Throughout JC enrollment students are to be provided ongoing counseling relative to personal and career issues in order to identify any barriers to JC completion and employment success.

Counseling of a personal nature is to resolve any barriers to the successful completion of the JC program. Counseling shall be available outside the training day, on weekends and in the event of emergencies. Other support services associated with counseling are to include conferring with parents, admissions counselors, career transition specialists, social service agencies and other community service agencies as appropriate.

Career Counseling will be ongoing structured, scheduled and documented individual counseling sessions. This collaborative effort is designed to manage career development by identifying personal strengths, challenges and resolving issues which may affect career readiness. During these sessions transitional support needs are to be discerned and strategies are to be developed to meet those needs. Counselors and other center staff are to interact and share information with other departments and community resources as needed to assure the coordinated delivery of services.

***K* Continuous Development, Accomplishment Tracking and Updating the Personal Career Development Plan**

*Career development staff will continue to work with the student to assist in the setting or revising of realistic long and short term goals to further clarify and develop the Personal Career Development Plan. This plan is the blueprint for each student's working relationship with JC. Student are to be provided motivation and feedback on progress toward goals at least weekly. Center staff will update PCDP's by recording skills acquisition and accomplishments, **as they occur**, utilizing the Center Information System. Coordination with employers by center staff should ensure the development of the ability for employers to record skill acquisition for students at sites off center.*

K Individualized Academic Training and Continuous Assessment

Utilizing innovative, academic strategies and curricula, centers will assess learning styles and provide dynamic instruction designed to teach the required competencies while allowing flexibility based on student need and capability. In collaboration with each student, staff will seek to effectively diagnose and remedy student learning difficulties and tailor schedules to student's individual learning needs and career goals. Mathematics, including consumer mathematics and communications skills (verbal and non verbal) including reading and writing are an integral part of the academics associated with the CDP. English as a Second Language Center (ESL) designated centers will provide students with limited English proficiency the opportunity to develop the language and socialization skills which will enable them achieve career goals. Accordingly, centers shall make every effort to assist students in obtainment of a high school diploma or GED.

During this training period, centers are also to provide time for career development activities such as project specific learning activities, developing group activities to encourage team work, one-on-one tutoring, hands-on activities, class discussions, field trips and work place learning experiences. Prior to graduation each student should have received substantive practice and experience in working hours and conditions which reflect those of the anticipated workplace. Student are to be encouraged to be active participants in the learning process and emphasis should be placed on the relevance of training to career success. Students progress will be evaluated by career development staff who are in direct contact with them, such as instructors, residential advisors, and work site supervisors. The allocation of time for collaboration, lesson planning and activities which integrate academic and vocation activities will be key to the successful outcomes of our students.

K Vocational Training

Utilizing pertinent labor market information and advice from Center Industry Councils, Centers will continuously assess their vocational offerings and shall make adjustments and supplement center training programs to ensure that students are trained in vocations that lead to careers. Vocational assessment will also focus on whether there are sufficient career opportunities for younger students, female students, and students with disabilities and other special needs.

Center Training Plans will describe the rationale for the training program design and how training is a component of the center's CDSS. Vocational training materials and facilities must simulate work places and current training related material must be made available to student trainees. Equipment, clothing issued, safety standards and safety equipment should be up to industry standard. Students should be able to demonstrate familiarity with the terminology, technology and behavioral expectations of the workplace. Students will be credited with the acquisition of a skill only after they have demonstrated competency in the skills at the level indicated on the approved TARs. When work sites are used to develop skills, employers shall be an integral part of assessing student competency. Centers shall provide testing, certification and licensing at no cost to students where such certification or licensing is required for employment or enhances the students' career readiness.

K Information Technology Skills

Centers will utilize every chance to provide more hands-on opportunity for students to develop information technology skills in the acquisition of academic and vocational training skills. Centers will ensure that enrollees acquire the computer skills necessary to participate in the workforce and to function in society. Students should acquire the computer skills applicable to their vocational choice and centers are to ensure that the practice of computer skills is fully integrated into all aspects of training and student life.

K Advanced Career Training

Centers will explore expanding partnerships with existing programs in their communities, such as local colleges and technical schools, and will assess the feasibility of allowing students to register across centers for advanced training. Advanced training opportunities will further reinforce the concept of career development. Centers will assure that training offered to student in such settings is advance beyond the skill levels taught on center. Centers will monitor the performance of ACT students on an ongoing basis to provide assistance as needed. All students will have equal access to the to the formal application and approval process associated with the selecting of students for ACT.

K Employability and Social Skills Training

Students must receive employability skills training during their first 60 days, guaranteeing that students enrolled in JC for a short period of time have received this basic training. Employability skills training is to be an integral part of a students' existence and centers shall incorporate the discussion and practice of such skills into all career development activities. Basic employability skills which began in the CPP are to continue and centers are to also provide students with instruction in employment related subjects such are interviewing, resume writing, completing a job application, writing a cover letter, the use of business machines, etc. Students should be aware of, business etiquette, workers rights and responsibilities, community support services, job survival skills, the use of personal computers, accessing the Internet and accessing and understanding labor market information. Employability skills attainment should be a process that continues throughout a students' stay on a JC Center. Skills have been added to the primary list of employability skills and have been restructured into the following categories: personal responsibility skills, and interpersonal communication and critical thinking skills.

Social skills training activities are to be incorporate within all program areas. Structured, interactive learning approaches should include (but not be limited to) areas such as quality living standards, dealing with change, teamwork, listening, conflict management, expressing anger, personal relationships, setting and defining goals, problem solving, sportsmanship, leadership, time management, etiquette, money matters etc.

K Diversity and Cultural Awareness Training

Students are to be acquainted with diversity related issues through structured activities which allows students to interact with each other and the surrounding community. Behavior of students should be respectful of cultural and ethnic differences and similarities, as well as differences associated with sexual orientation, abilities, personal preference and experience and differences in work styles. Students are to be aware of rights and responsibilities associated with diversity in workplace.

K Independent Living and Wellness

Centers are to develop ways to involve students in the practice and management of their living environment. Students should have input into the development of center policies which govern

management of their living and recreational activities. Team work and the modeling and reinforcement of social and employability skills should be incorporated into the living environment. Centers are to consider varying needs and levels of maturity in the development of independent living and social skills activities. Centers are to develop a structured way to share information between residential staff and other center staff to assure the coordinated delivery of services.

Understanding practices which lead to good physical, mental and emotional health increases the employability and job retention of students. Centers are to provide student instruction in subject related to health education and how to access health services information.

In addition, Centers are to enhance the JC experience by promoting productive and socially acceptable use of leisure time. Students are to be involved in the selection and planning of recreation activities and community service projects. Through organizations such as the Student Government Association, students should have effective input into all policies and practices which directly affect the living environment on Center. Centers are to provide staff of events, and equipment to student safety in all life on center.



In summary, the Career Development Period center staff, as well as employers, will provide students with instruction in academic and vocational curricula, and practice in

cation, problem-solving, and social skills. Students will begin the job search process and planning for independent living. Work-based learning opportunities will give students opportunity to realize how their academic skills building and social skills building are an integral part of their vocational skills development. During this phase, staff will continuously provide students with experience and practice in independent living and self-management skills and assess the student's needs, capabilities, and progress. Staff will guide each student's career progress and provide feedback on student achievement. As the student completes various objectives, the student's Personal Career Development Plan and Employability Kit will be updated. Finally, career transition readiness shall be assessed before a student moves to the CTP.

adequate facilities assure aspects of during Development (CDP) as provide instruction in instruction in community

Regional Expectation # 3

Students will not exit CDP until they are employable.

Threshold: Employable

K Career Transition Readiness

Centers are to ensure that students are fully prepared to conduct as successful job search and prepare students to effectively access the resources and services which will assist them in making the transition to the workforce. At least, 60 days prior to scheduled termination Centers will assist each student in reviewing job search skills and strategies including:

- < prepare the final post-center transition plan*
- < determine any post-center services (e.g., housing, child care, etc.) needed*
- < locate sources of employment*
- < finalize resume/write cover letter*
- < update employability kit*
- < refresh job search skills and employability skills*
- < undertake job development and job search activities*
- < contact post-center Career Transition Service provider to arrange for a face to face or telephonic introduction with the students*

The transition to post-center services must begin before a student departs the center. Centers must develop protocols to identify when each student is nearing completion, e.g., when a student takes the GED test, or when a student is 80% complete on his/her TAR, and must begin transition activities at this point. On-center Career Transition staff will insure each student has an established relationship with his/her post-center CTS provider, including those who move to a different Service Delivery Area within Region III or any other Region. On-center CTS staff will work with the post-center CTS staff to coordinate job development activities and insure a smooth transition of information and services occur between the two providers.

Again, it is expected that students will play an active role in assessing remaining need. Centers, again, have great flexibility in designing the exit phase, however, all designs will include the availability of additional support to students to further reinforced the concept of career development and to facilitate the transition to a productive life after departure. During this phase career development staff shall encourage students to re-connect to One Stops and to develop relationships, as appropriate with support providers, JACS, WICS, NJCAA/ Alumni, and others located in the town in which they are likely to return after leaving the center in order to seek employment and identify support agencies BEFORE leaving the center.

Students should be given an approximate date for departure. This approximation of date could be based on completion of a percentage of their career development plan before entering the exit phase. Career

development staff and the student's designated career management team will review CIS notes recorded to determine if the student is ready to enter the exit or career transition phase. For those graduates who entered the program with a employer referral, centers shall notify the referring employer of the students upcoming graduation.

After the determination that a student is ready to enter the exit phase, career development staff will work intensively with students who will be expected to seek employment (either work-based learning or permanent full time employment) and make arrangements for post center needs. Centers will:

- a. Assess each student's graduate eligibility
- b. Provide job readiness training
- c. Update and document all student achievement credentials
- d. Assess, document, and assist in making final arrangements for each graduating student's transitional needs including:
 1. Housing
 2. Transportation
 3. Child Care
 4. Health Care
 5. Work
 6. Food and
 7. Management
 - 8.
 8. Job
 9. Legal



Clothing & Tools
Nutrition
Budgeting/Money

Mentoring/Counselin

Retention Support
Services

Regional Expectation #

All centers will be fully providers to provide pre-support.

4

connected to CTS
separation

Threshold: Connected

The Career Transition Period

During the Career Transition Period (CTP) eligible JC students are to be provided personalized career transition services that lead to long term attachment to the workforce and/or further educational opportunities. Students will be connected to the transitional support services available in their communities by Career Transition Specialists (CTS) who are to efficiently and effectively coordinate delivery of individualized career transition services to graduates and former enrollees. Geographic assignments for CTS's in Region III is based on the Zone of Influence strategy. Career Transition staff will coordinate and team with center career development staff to ensure continuity of service to separating students. Eligibility for post center services and duration of the service period are factors driven by student length of stay on-center as follows:

*/ Graduates will receive initial placement services for up to 12 months following separation, and career transition support for 12 months following initial placement.
The total career transition service period will not exceed 24 months from separation.*

Career Transition Specialist (CTS) are to make direct contact with graduating students before separation from the center. At least every thirty days, throughout the service period, the CTS is to make direct contact with assigned graduates to re-assess need. In addition to job placement, retention assistance, and transitional support services, the CTS is to provide graduates with assessment and assistance in the writing of resumes, interview skills and job search strategies, and continue to collaborate with each graduate to assess career transition needs. Throughout the 12-24 month service period the CTS is to monitor the graduate effort to ensure progress toward goals outlined in the PCDP. The CTS is to utilize labor market information, the Internet, direct contact with employers, local Workforce Investment Boards, Youths Councils, One-Stop centers and other system partners to assist the graduate in developing effective strategies to identify job leads and provide direct referrals to suitable job openings.

As graduates return to home communities/different locales the CTS is to identify resources in order to provide direct referrals related to employment and/or social services as well as provide on-going counseling and transitional support. If a graduate relocates outside the career transition service provider's zone of influence during the service period the CTS will identify a CTS in the geographic area to which the graduate intends to relocate. Contact will be made by the CTS to arrange a meeting between the graduate with the new CTS, in person or by telephone, to transmit relevant information and arrange for the provision of services for the remainder of the service period.

/ Former Enrollees (60+days) will be provided with initial placement services for up to three months after separation.

The CTS is to provide assistance in securing initial placement in jobs, the military or in furthering student education by identifying leads and providing referrals to job openings or any suitable education or training opportunities. The CTS is expected to utilize resources developed to assist all students. The CTS will contact assigned former enrollees within their zone of influence at least every thirty days during the 3 month period or until initial placement is made.

/ Uncommitted students (< 60 days) will be provided a referral to a one-stop center or other service provider.

The CTS is to provide the student with less than sixty days on-center with a referral to a One-Stop or other service provider. Through the development of community resources and other service providers and referral sources may be numerous and could include such partners as Youth Councils, faith and community based organizations, and other federally funded programs.

P Career Transition Specialist Role

Although some new career transition services contracts have been awarded, in order to maximize the success of each student and create the least amount of disruption in our system, the Region elected to leave some contractors in place to provide career transition services and redefine roles within current contracts. Centers have accepted that portion of the service continuum that involves introduction to center life and training as well as direct career transition services/post-enrollment services in their local area. The size of that area is negotiated with each balance of state career transition service provider and partner in the youth consortium and will largely depend on the current efficacy of that center, particularly in the work-based learning, business/community liaison and industry council initiatives which facilitate capacity building in areas related to the delivery of services. Old placement contracts have been converted to Career Transition Services contracts and will assume post-enrollment career transition services to students within the states assigned, less students returning to those areas covered by center's zone of influence. These CTS contracts currently serve rather clearly marked geographical boundaries which may change over time as this plan matures. Goals for these contracts may also, therefore, change. Centers act as CTS in their zones of influence and will coordinate, collaborate and work closely with balance of state career transition specialist to overcome barriers to successful student support services and job search efforts.

In order to develop cognizance of the student to be released to their charge, Career Transition are expected to interact with students and other staff on center during the CPP and CDP periods. Meeting the post center needs of graduates and former enrollees also requires a coordinate efforts with One-Stops, NTC and other post center support providers.

Career transition specialist may provide direct or subcontracted services or a combination of both. Non-graduate services will also be assigned to career transition personnel. Career Transition Specialist must coordinate with centers and provide feedback to these centers concerning CTS performance and the quality of training and transitional services. Below is a list of services anticipated from Career Transition Specialists, including centers, as they provide post-center services during the Career Transition phase:

- a) Provide services to include:*
 - Placement, initial and subsequent*
 - Housing assistance*
 - Transportation assistance*
 - Child Care assistance*
 - Health Care assistance*
 - Food and Nutrition assistance*
 - Budgeting assistance*
 - Advise and Encourage*
 - Social / Community Services coordination*
 - Legal Services*
 - Civic Rights*
 - Educational Opportunity*

Employability Support Services

- b) Support Center's Introduction to Center Life classes with introduction to labor market information and employer needs.*
- c) Develop offices/partner MOU's with One-Stop Centers within their contracted areas.*
- d) Conduct job development in all communities to which students return.*
- e) Process and maintain documentation on readjustment/bonus payments.*
- f) Conduct job coaching with students and employers at each work site to ensure long term retention.*
- g) Coordination with local youth service organizations to benefit the student.*
- h) Provide job club and computer labs to assist students with job search activities.*
- i) Develop resumes for each student who leaves the center without one.*
- j) Promote the global acceptance of Job Corps.*
- k) Maintain strong linkages with employers and business organizations.*
- l) Contact students at least every 30 days to support job development and placement efforts.*
- m) Conduct customer satisfaction surveys with students and employers.*
- n) Provide LMI feedback to Centers on employer/occupational trends.*
- o) Follow-up/tracking for students placed by centers w/o placement contracts.*
- p) Through state youth consortiums manage and develop a web site with employers friendly to JC.*
- q) Career Transition specialist will manage the framework/facilitation of state local and distant industry councils in states where there are multiple centers through the state consortia.*
- r) Arrange for comprehensive guidance and counseling, including drug and alcohol abuse counseling.*
- s) Arrange adult mentoring programs.*
- t) Assist students in securing better paying jobs through career transition activities.*

All Region III CTS's, including center career transition staff, are to establish systems which accurately document and track transition services and report placement transactions using the CIS. Student contact, referrals, employment data, career progress and services provided must be updated in a timely manner. No placement is to be reported until verified and documented and no confidential student information shall be released except in accordance with established procedure.

Regional Expectation # 5

CTS Providers will remain in contact with their caseload and provide continuing support and student development.

Threshold :

Continuing Success



***P The Business
(BCL) Role***

and Community Liaison

The WIA and the CDS system requires that Job Corps establish more extensive and meaningful relationships with employers (local and distant) and with other key components of the workforce development system, including: Workforce Investment Boards (WIBs); Youth Councils; and One-Stop centers. The Business-Community Liaison (BCL) at the center level will "establish and develop" these relationships for the purpose of providing job opportunities for Job Corps graduates. In addition, in order to institutionalize the appropriate system support linkages and assist in establishing partnering relationships and connecting activities each Youth Consortium will be assigned a Regional Business Community Liaison as a resource to accomplish common tasks.

The Regional Office envisions the Regional BCL as not only a JC Center's liaison between employers, business and industry, and other partners, but also as a facilitator of capacity building in the areas related to the delivery of services to JC customers, students and employers, alike. The seamless delivery of quality services will require the formulation of creative approaches with input from all workforce development partners working in tandem to accomplish common goals.

The Regional BCL should serve as the tie or bonding agent between entities working toward a common purpose, the provision of quality services.

BCLs in the Region will:

- L Establish and develop relationships with members of the community in which the Job Corps center is located.*
- L The BCL will keep the community informed of significant JC related activity which may impact the local community, and assist in planning activities of mutual interest.*
- L BCLs will help establish and maintain an employer-based industry council to recommend types of vocational training offered by centers and to work closely with all applicable local WIBs.*
- L Serve as a facilitator of capacity building among regional youth consortia in areas related to the delivery of services to JC customers.*

In fulfilling these functions, the BCL is intended to serve as the focal point and provide cohesion for business and community relations with JC.

P The Joint Action in Community Service, Inc. (JACS) Role

The JACS organization has long been a value-added resource for JC centers and is expected to play a role in the Career Development Service System. As a JC partner, JACS has identified, recruited, trained, monitored and motivated volunteer advisors to serve as role models, guides, resources and advisors to help youth enter the workforce and become self-reliant adults. JACS has committed to sustained assistance as a method of helping students to achieve long term success through the consistent and ongoing support of the JACS network of Regional staff, Transition Service Specialist, volunteer advisors and collaborating agencies. The objective of JACS has long been to provide the amount of support necessary for students to reach short and long-term goals. JACS has promoted community service by tapping students' potential as peer role models and positive forces in their communities. These activities have engaged students as service providers rather than recipients and served to provide them a sense of respect and responsibility for themselves and others.

The four JACS components currently utilized in the Region include:

**Pre-Separation Services, which encompass assistance to students while they are on center.*

**Post-Separation Services, which involves assistance to students who have left the program training sites and returned to the community;*

**Post Center Survey Services, which include a telephone survey to students to determine their overall satisfaction with their job training; and*

**Transportation Verification Services, a monitoring and audit service to JC.*

The role of JACS in Region III's CDSS, under the supervision of the Center Director, will primarily be that of assisting enrollees complete their education and training to successfully transition into the workforce, the major support being provided by Transition Services Specialists (TSS) located on most centers on a part-time basis.

Major support by JACS center-based TSS include:

**Informing students about available transitional support services*

**Counseling and encouraging students to complete Job Corps*

**Assessing and documenting students' transitional support needs*

**Counseling and assisting students in developing a plan to meet transition needs*

**Advising students about the availability of volunteers to assist them upon their separation from JC.*

JACS provides support to both young men and women and coordinates an array of activities and programs for youth. In addition to the primary duties of orientation contacts and departure assessments, other duties may include such activities as AWOL retrieval, student retention, volunteer management, tutoring, employability sessions, coordinating essay contests, serving on center committees, peer counseling, pre-arrival calls, resource bank, clothing bank and special events coordination. If enrollees experience problems integrating into the program JACS specialists assist them in identifying and establishing essential support to enable them to continue their education and training. Through its diverse programs and services, JACS/ TSS may support both enrollees and centers in confronting retention issues, as well as the various elements of enrollee' transition to the workforce. The basic premise of JACS is to promote growth and development of enrollees in such areas as interpersonal relations, living skills, employability skills and community integration.

P Women in Community Service (WICS) Role

WICS has assisted the region in imparting employability and independent living skills to JC students and provides services which have served to complement JC's vocational and academic community-based programs. WICS has provided critical assistance to JC graduates and former students through on-center, as well as post-graduation involvement with JC students. WICS volunteers have assisted Region III JC young women in becoming self sufficient and successfully transition to the world of work.

Region III WICS support currently includes:

KOn-center WICS counselors provide programs such as community service projects, personal development workshops, peer counseling groups, field trips, and various other projects.

KWICS volunteers serve as mentors, teachers, tutors and friends to students during and after JC.

KWICS serves to create a supportive environment on-center designed to encourage students to remain interested and continue training.

KWICS provides a support network of staff, volunteers, and community connections available to JC students at anytime.

KWICS support service volunteers and staff contact JC students after they leave the center to offer continued assistance in locating resources such as housing, transportation, job placement assistance, social, medical and legal aid.

Listed below are some examples of specific enhanced JACS and WICS roles identified in Region III center plans. Please note that JACS & WICS roles are defined by each Center Director.

KJACS and WICS will conduct referral and follow-up services for all non-graduates with less than 60 days on Center.

KVolunteer mentors will be provided for graduates and non-graduates as specified by the CDS Manager.

KJACS and WICS Transition Service Specialists (TSS), located on most centers on a part time basis, will assess transitional needs of each new and departing student, ensuring that students separating for the program have the skills and resources needed to make a successful transition to the workforce.

KThe TSS will also encourage long-term, ongoing and positive bonds with JC and other support contractors for both pre and post separation approaches.

KJACS community-based volunteers will provide necessary guidance and mentoring to graduates as they transition from the center to the community.

KMentors will counsel informally and promote confidence and competence in students.

KJACS and WICS Regional Office will maintain a database of civic organizations, community action agencies and other human service organizations, designed to assist students with needed resources.

KJACS and WICS will work in consultation with the CTS to connect students with basic care and strategic service networks.

KJACS and WICS will provide at least on local responsible adult who is committed to student well being.

KJACS and WICS volunteers may assess independent living and employability skills during the orientation phase.

KTSS will assist centers with retention, social development and career development services as specified by the Center Director.

KJACS and WICS Regional office will maintain and coordinate support service volunteers for the Region.

P Industrial Work Experience Program (IWEP) Role

The Industrial Work Experience Program (IWEP) will work with employers to develop training related, full time employment positions for Job Corps graduates and will bring added value to the CDSS system. IWEP function as a JC partner in the support of union-related training on centers. IWEP will develop jobs that are logistically feasible for the students by arranging for them to have or obtain necessary transportation and suitable housing. Ongoing post-placement follow-up services will further ensure that these graduates will make a successful transition from center training to full-time and long term employment. Job development activities will be coordinated with Center staff performing BCL functions and, as appropriate, will utilize the resources available through One-Stop Systems, Workforce Investment Boards, Youth Councils, Business Associations and resources available on the Internet. IWEP staff will be geographically based where they can be the most productive, in accordance with Regional CDSS plans. Career transition staff will provide IWEP

staff with names of the individuals to be served, other related identifying information, the type(s) of services to be provided, and the length of service period. IWEP staff will maintain close contact with individual career transition staff throughout the service period, particularly in regard to the progress being made in delivering services to assigned students, primarily through the Computer Information system (CIS).

IWEP will work closely with other national training contractors as well as center staff to help students achieve the skills required by individual local employers. IWEP will conduct job development in all States within the Region. Contracts will be negotiated and administered by the National Office.

It will be the responsibility of IWEP to coordinate its services with each CTS staff who has an IWEP student in his/her caseload. Below is a list of services, assigned by CTS Manager or Specialist, anticipated from IWEP:

KWork with employers to develop training related positions for Job Corps graduates.

KPlace students in jobs that are logistically feasible based on transportation and housing issues.

KProvide ongoing post placement follow-up services to ensure a successful transition from Center to work.

KIWEP will work with employers to develop training-related, and full-time employment positions that are logistically feasible for JC graduates.

KIWEP supports the training and support of union-related and center-based training.

KIWEP will arrange for graduates to have or obtain necessary transportation and suitable housing as well as provide counseling and mentoring during transition to the work world. Ongoing post-placement follow-up services will further ensure that graduates, needing the support IWEP provides, will make a successful transition from Center training to full-time and long-term employment.

KIWEP will work closely with other NTCs as well as Center staff to help students achieve the skills required by individual local and distant employers. The efforts of IWEP are designed to complement and supplement the training provided by the centers, the transitional support provided by WICS and JACS, and the workforce development/job placement provided by CTS contractors.

KIWEP will conduct job development in all states within the Region and may place Region III trained students in other regions through relocation. The contract will be negotiated and administered by the NO.

P National Training Contractors (NTC) Role

NTC on Center is to ensure that quality vocational training, job placement and transitional assistance is provided to NTC vocational graduates and combination program graduates (Voc completer plus high school diploma or GED and other program participants as appropriate). NTC is to ensure that vocational training programs offer all assigned students the opportunity to:

N enter a registered apprenticeship training program leading to full journey person employment and/or;

N enter a specific area of the craft/trade, or related full time employment, that pays a sustainable wage and offers the opportunity for long term employment.

Consistent with CDSS, NTC will collaborate with career development staff in developing student schedules. Academic, social and employability skills training is to be incorporated in all VST projects as part of the overall learning experience. NTC instructors and field staff are to work cooperatively with center officials and career development staff to make VST and WBL opportunities available to students which incorporate principles of applied academics, therefore, NTC instructors are to be actively involved in the development of teaching and applied academic lessons. NTC instructors are to actively participate in the ongoing evaluation of student progress and notify career development staff when students are near vocational completion so that planning can be initiated for career transition and graduation.

NTC is to develop and maintain productive relationships with unions, business and industry and individual employers who can place JC students into registered apprenticeship training programs or long term employment opportunities. In support of expanding community ties and student participation in community activities, VST opportunities are to be developed that support student learning and meet community needs. NTC instructors are to participate and cooperate in activities which enhance the Center operations and improve community relations. NTC instructors are expected to serve as role models for students and field staff are to monitor performance on an ongoing basis.

NTC transitional assistance is provided relative to length of stay in the JC program and the coordination and provision of services is to be coordinated with the CDSS Manager/Specialist or CTS provider. NTC instructors/field staff will utilize the career management tracking system (CIS) to record student vocational progress, job referrals, placements and career transition support services provide to graduates and former enrollees.

P National Job Corps Alumni Association (NJCAA) Role

The National Job Corps Alumni Association has committed support to the Regional CDSS vision. NJCCA, under the supervision of the Center Director. Under the Regional CDSS plan NJCCA services can:

- K*** *compliment existing services provided by center and OA/CTS partners (i.e., Internet employment, education, training and local labor market information, etc.)*
- K*** *extend services for graduates beyond 12 month service period; and*
- K*** *offer new services to graduates and former enrollees such as insurance and non-insurance products, information clearinghouse, quarterly newsletter, etc.*

NJCAA programs can support:

- K*** *recruits to JC prior to enrollment through the Orientation Assistance program;*
- K*** *students on-center through the Speakers Bureau, mentoring program and the Alumni/Pre-alumni programs; and,*
- K*** *graduates and former enrollees off-center through the occupational mentoring program and chapter activity.*

*In the Regional quest to discontinue duplication of services, it would be prudent of centers to utilize the existing organizational components/employees such as the organizations listed above. **A service is only as good as it is useful and these organizations have valuable resources available to assist all JC enrollees.** JACS, WICS, IWEF, NTC and NJCAA and the BCL and other system partners will be value-added resources for centers and CTS contractors. **It will be the responsibility of each Center Director/CTS provider to make full use of this network of partners where they feel their services can best be utilized.** These organizations will also be represented on youth consortia where they have contracted responsibilities. JACS, WICS and NJCAA currently provide an impressive array of services through their volunteer networks. Certainly these organizations can be value added in services they afford on our centers and as a network of service providers for post-enrollment services, however, the scope of involvement is a matter for further discussion by center operators after the transitional year. It is crucial to the success of the new CDSS system, that all relevant center staff positions are utilized to the extent possible to provide needed services to JC students.*

Youth Consortia Role

The Regional strategy utilizes Youth Consortia in each of the seven states to bring together the CDSS partners, as well as forge partnerships with other organizations, particularly local Workforce Investment Boards, Youth Councils, and One-Stop Operators. In the initial stages, each of these youth consortia are primarily JC partners, however, we envision other federally funded youth service entity involvement as these consortia broaden their scope to other organizations that serve youth. Because the funds affected here are federal funds, largely supporting a federal Job Corps Program, it is inherent that we build on the strengths a regional and national network affords.

From such organized groups comes training and supportive services linkages. Youth consortiums' CDSS plans will lay out the responsibilities in the each state, including responsibilities related to the service of non-graduates. JC centers will not operate in a vacuum, community involvement at the state and local levels will become an integral part of the delivery of services to Region III Job Corps students. There can be no seamless service delivery without a cohesiveness of effort on the part of workforce development professional at all levels.

The development of linkages is the premise behind the concept in which information is freely exchanged, collaboration and coordination occur, networking imparts new ideas, and there is a spirit of common purpose. The Region has encouraged buy-in from all partners, and organized groups such as our youth consortia to establish ownership at the community level. A Youth Consortium consists of OA/CTS contractors, BCL, JC Centers, significant subcontractors, federal staff, including appropriate assigned GAR's, and other invites. As the workforce development system grows and training coordination grows, it is anticipated other partners from the workforce development community will be invited to assist in coordinating youth services throughout the state.

In Region III each Youth Consortia is to act as a functioning body of unifying agents tasked with developing strategies to improve service to our customers. Partnering relationships system wide should be utilized to assist the JC customer in fully understanding the options available throughout

the workforce investment system and also serve to pull together all the resources available within the state, reaching out to other consortia and the Regional and National office of Job Corps for additional information and guidance. Youth Consortia are to develop clear definition of purpose and serve as functioning bodies of workforce development partners.

The Region encourages the development of identifying letterhead, bylaws, charters, and other such markers designed to distinguish consortia's efforts. A unified team approach should be utilized to develop formal tools, such as Memoranda of Understanding (MOU's), Internet-based resources and information sharing to demonstrate cohesiveness of effort in working relationships with local and distant workforce investment partners. It is important to have a consistent message, region and nation wide, therefore, each Youth Consortia must obtain the concurrence of the Region on such material and tools.

On a state by state basis, a computerized system of student transfer/acceptance will be used by all partners in the Region. Web sites will be established for all youth consortia that include information on local labor market information, locations and contacts for One-Stop Centers, names and addresses

of Job Corps partners, and identification of other youth service and support service organizations.

Youth Consortium duties will include but not be limited to:

- a) Author state plans to include:*
 - 1) Prescribing initial center zones of influence by county, WIB and zip code.*
 - 2) Delineating what post-center services for graduates and non-graduates will be provided by which contractor in which geographical area*
- b) Coordinate Job Corps representation on all WIB's and Youth Councils.*
- c) Identify assets Job Corps partners can offer to state and local workforce.*
- d) Resolve service overlaps and lapses relative to individual students and geographical areas.*
- e) Recommend contractual changes relative to geographical boundaries of CTS providers.*
- f) Identify challenges faced by Job Corps within the state.*
- g) Utilize BCL as resource and coordinate activities with BCL's as appropriate.*
- h) Identify center vocational trades with surplus slots, potential trades for introduction or expansion.*
- i) Coordinate to ensure Job Corps representation/literature available at all One-Stops.*
- j) Recommend center and CDSS structural changes.*
- k) Coordinate State Industry Council formation.*
- l) Discuss state-wide trade offerings: identify trades with surplus slots, potential trades for introduction or expansion, and coordinate center requests for vocational upgrade funds.*
- m) Coordinate with centers in distant parts of state to facilitate input of distant employers to CICs.*
- n) Produce and maintain a state resource map and state consortium web site.*

Please note that these examples are not all inclusive of partner participation in the CD system nor is this summary list an indication that all the services will be provided on all Region III Centers. Individual center plans delineate the roles of these organizations in the career development process.

P Regional Management Role

The role of Regional federal management is to create and communicate the Regional CDSS vision and to ensure that the philosophical and cultural changes associated with CDSS implementation occur. The Region will provide the coordination and articulation between youth consortia and contracts, develop time frames and financial guidelines, develop performance measurements and monitor Regional career transition service implementation. Without active and aggressive assessment and technical assistance, the system is in danger of falling back into "business as usual." The Region will promote effective communication and cooperation at all levels. Information and analysis is key to effectively measuring the performance and management of an organization. Data analysis is intended to drive performance improvement and development of the strategic direction in the operation of Region III JC Centers. Data analysis is to assist all partners of the organization to set priorities, make necessary trade-offs, and reallocate resources to maximize overall organizational performance. It is the Regional expectation that all partners with defined roles in

the Regional career development system provide regular performance feedback. The Regional Office will monitor the performance of center activities utilizing reports required on a regularly scheduled basis to identify organizational strengths and key areas for improvement. This information is used to assist partners in the achievement of higher levels of performance and to continuously improve work processes. In addition, the flow of students into Regional JC Centers is actively monitored by the RO utilizing Outreach Admissions Student Information System (OASIS).

All partners will be monitored for effectiveness, quality of services provided, and overall organizational need, adjustments will be made as necessary. In addition Region III performance monitoring and management will be as follows:

Performance Monitoring and Management

The Regional Office has, at its core, two primary functions with its contracts and each apply here. First, the RO staff monitors and oversees contract compliance and program quality. The RO also provides technical assistance and training to ensure contract compliance and quality.

Monitoring and oversight is done through desk monitoring and onsite monitoring. Desk monitoring will be done through reports from the data center and a suite of reports required by this office. The MIS data is well understood and is changing under the new CIS/OASIS/CTS system. At this writing the most significant reports which are reviewed and analyzed are OMS 10, POMS 10, VES 10 and MPO35. It is expected that management information system data will change under the new CIS/OASIS/CTS system, therefore, report review and analysis may change. In addition to review and analyses of JCDC reports

WSSR - *this weekly report from centers delineates arrivals and, in detail, separations. It is possible from this report to see the weekly flow of students in and out of each center and look at the numbers of students who left with or without a GED or voc completion or both and also to see who left before 60 days in the program and why. Due on Wednesday of each week. (Center report)*

ASI - *this monthly report is submitted by centers and reports information on active students. This allows the RO to know if the flow of students who have attained their goals on center is moving out of the center faster than newer students are attaining theirs. It also allows regional awareness of imminent center performance problems due to student inventory with reduced ALOS. Due the 5th of each month. (Center report).*

CTS Monthly Report - *this monthly report has two very significant parts and is aimed directly at the implementation of CDSS. The first part is a series of questions dealing with implementation issues such as training, staff reassignment, etc. and the second part is a detailing of current CT Specialist caseload. The former is important in alerting the RO when centers are encountering specific issues and the latter is to insure that CDSS staffing and funding remains distributed according to regional projections. In addition, in these early stages of the CDSS it is important that we monitor how many Region II (2) students in Region III (3) centers are being provided career development services. It also serves to*

facilitate solid communication between CTS staff in both Regions due to the service requirements for Kentucky students. Due the 22th of each month (CTS Contractor and Center Report)

OA Monthly Report - this monthly report is designed to provide details related to OA activities in these early stages of CDSS implementation. Due the 22nd of each month (All OA service providers report)

ETA 2110 - this monthly financial report is especially critical as centers and CTS contractors reorganize staffing to meet caseload demands. Underruns that can occur during reorganization and staffing up will be monitored closely and reallocated to fit the specific situation.

Quarterly Performance Report - this report comes from centers and is the old RESPECT Challenge report completely reworked to get at such CDSS implementation issues as early separations, involvement with local one-stops, trade performance, etc.

On-site monitoring has been assisted by the participation of the CDSS coordinator for the Region in several center assessments and deal with cross-cutting CDSS implementation issues. This participation has further sensitized and informed other RO staff regarding specific CDSS implementation issues. In addition, project managers have been instructed to become actively involved in implementing the changes necessary in assigned contracts and make this central to on-site monitoring trips. Trip reports are filed with the unit supervisor, Deputy Regional Director and RD.

The performance of career transition contractors during the Career Transition phase(CTP) will also be monitored by Region Office access to the Computer Information System (CIS) case notes . Case notes from all sources, i.e., counselors, career development staff, career transition personnel, etc., will be regularly assessed for timeliness, accuracy, reliability, completeness, and simply to assess if the notes are understandable and make sense.

Partners of the system such as JACs, WICS, IWEP, etc., will, in conjunction with regional management, develop a system of reporting service related data to the RO at regularly scheduled intervals . The value of such organizations is dependent of the quality, level, and usefulness to the customer of services provided.

Technical assistance and training has been and will continue to be in the form of regional meetings, conference calls as well as one on one. Conference calls have been reorganized into biweekly calls for each operations unit and a monthly call with all CD's. This has replaced the unwieldy biweekly call with everyone on the call. Meetings are focused on implementation issues. An example of special meetings already held included a series of one-on-one meetings with our three major CTS contractors which will be repeated quarterly (more often as needed).

Regional CDSS training was held for all partners July 28, 2001. CDF Certification training is ongoing, being planned by consortia but implemented by each contractor. The expectation is that the injection of trained and certified staff will assist in changing the entire regional culture to the case management approach. Technical assistance is provided by project managers, unit supervisors

and directly from the Regional Director using telephone calls and meetings. The Region III Regional Director utilizes

RDGrams to assist in setting specific Regional expectations. RDGram #4, issued on June 29, 2001, deals with managing change in this new environment and is included as an attachment to this plan.

Monitoring Innovative OA and Career Preparation, Looking for Quality

These two areas will require a monitoring strategy that will encompass portions of desk monitoring, the quarterly performance report, looking closely at the traditional OA reports and a focused onsite monitoring of center and field offices. The region's emphasis on monitoring and advising centers concerning Career Prep will be on what we refer to as hand-off's and content. Content of the Career Preparation Period must be in accordance with the PRH and must be exciting and productive. The transition or "hand-off" period between the admissions counselor and career prep staff and the subsequent hand-off between the career prep and career development staff must be smooth and give the staff and the student involved a seamless transition to the next phase. What is being "handed off" here is a student's future and so more, not less, face to face communication is necessary. Likewise the hand-off to the student's CTS is critical, requiring much conversation and sharing of information.

In each case, the region will develop monitoring instruments to insure everyone is paying close attention to these "hand-offs."

On center tracking of this seamless process is facilitated by the Personal Career Development Plan (PCDP). This Region's CTS contractors have, at this writing, served students from over 50 Job Corps Centers since March 1, 2001. The Region, therefore, has not adopted a Regional PCDP, however, we anticipate adopting the model currently being suggested by the National Office's training in an effort to standardize the PCDP for all users.

Regional Management duties will include but not be limited to:

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| <ul style="list-style-type: none"><i>a) Ownership of the Regional CDSS plan and approach.</i><i>b) Provide guidance, leadership and technical support during the implementation and operation of the CDSS.</i><i>c) Evaluate effectiveness of CDSS on a state-by-state and regional basis.</i><i>d) Develop and conduct training on CDSS.</i><i>e) Develop measurement tools to continuously improve the performance of Job Corps partners in the Region.</i><i>f) Facilitate open and frequent communication among all parties.</i><i>g) Meet its' own deadlines and the deadlines requested by its partners in a timely fashion.</i><i>h) Verify and approve plans of Centers and contractors. Verify reallocation of resources.</i><i>i) Modify contracts.</i> |
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The Region will encourage linkages to other system partners at every opportunity through such mechanisms as MOU's, co-enrollment, participation in WIA, WIB and YC and other training and supportive service linkages.

Regional CDSS Implementation Action Plan

In these early stages of CDSS implementation Region III partners were tasked with identification of significant challenges. These challenges are identified to assist regional partners in developing dialogue resulting in strategies and methodologies to overcome these challenges in the early stages of CDSS implementation.

The Need for Technology System-building in Region III *There is a need for technology system-building in Region III. Currently fragmentation between systems and software exists, not all staff is on-line, limited technical assistance is available, staff training is lacking. With the rollout of the suite of applications related to CDSS implementation the need for resources devoted to system diagnosis and maintenance is critical to the success usage of these applications among partners. Improved IT software, hardware systems, and training will help to ensure the provision of seamless services from a student's entry through transition. With multiple entities working together to provide services under CDSS, it is essential to develop systems that allow for easy communication and flow of information. Appropriate investment in technology is a requirement due to the systematic flow of key information among partners. Region III partner CDSS plans are to address how partners will provide training associated with information technology.*

Center and OA/CTS staff buy-in, input, and support *Staff understanding of CDSS and its concepts presents a challenge. Staff onboard before the systemic changes tend to offer resistance and often revert back to the "old" ways of providing service. Staff has to unlearn and relearn how to apply new techniques associated with CDSS. Appropriate investment in staff training and development will be made to support these goals. Staff training will ensure a proper understanding of CDSS concepts, case management approaches, new roles and responsibilities, new work relationships, and new expectations. Appropriate investments in Region-wide training and development will be made to ensure that CDSS implementation milestones are met.*

Scope of the Change *The sheer magnitude of the change with the time frame presents a significant challenge in staff ability to cope. Getting all of the Job corps community to view CDSS as a systemic change rather than view CDSS as another add on program with a limited time. In addition, the realization by staff that CDSS is to be a work in progress and that some of the necessary system support changes have yet to surface.*

Staff realignment *Existing traditional organizational charts impede the flow, continuity and precision of the CDSS process. The reallocation of staffing to create patterns conducive to the CDSS phases has presented challenges related to the understanding of purpose. Getting staff to recognize the singleness of purpose of CDSS despite the all-encompassing requirement. The ultimate goals of getting each graduate into a career that can be retained and show progression requires the focus, energy and attention of every center component creates a new paradigm which has to be cultivated.*

Individualized training to meet the needs of each enrollee creates significant scheduling problems on center. In many cases, approximately two-thirds of the enrollees are in need of specialized academic instruction which causes imbalances in staffing.

Enrollee Understanding of Continuity between phases and enrollee involvement in CDSS which is directly influenced by the enrollee wish to get started on selected Vocational Training program on Center. Enrollees currently tend to view the phases associated with CDS as impediments which slow program completion.

The Interim CDSS Tracking System Reliable access to the CDS interim web site has presented problems related to the ability of partners to input student data and some partners have failed to utilize the system during this interim period.

Coordination with One-Stops and the development of Memoranda of Understanding The availability of One-Stop resources and willingness to share resources presents obstacles in some states. In addition, the shared resources are not the same from state to state and in some instances the resources are below what Job Corps expects to provide, i.e., office hours, office, space.

Staff training has presented a challenge particularly in ITS remote locations. Career Transition Staff is generally spread throughout the states and providing efficient and timely training, keeping staff abreast of changes on a real time basis and the setting up of offices in some locations has presented some administrative challenges for ITS providers.

Regional Initiatives 2000

└ Youth Consortia meetings on a regularly scheduled basis in each state during PY 2000 have provided opportunities for leadership to coordinate on key activities, resolve any issues that cut across state lines and present the opportunity to share promising practices and coordinate all necessary region-wide communication and support systems. The consortia's in Region III have served as a catalyst upon which partnering efforts are developing viable links which are beneficial to the JC system.

└ Regional conference to present the Regions' vision and overview CDSS was held December 4-8, 2000, and included approximately 250 CDSS support partners. Subsequent meetings have been held in 2001 with subsets of this group and a Regional Managers' Meeting has been held to outline the challenges and get updates.

└ The National Corporate Partnership and Business Community Liaison roles were combined for clarity of purpose into the position of Regional Business Community Liaison.

└ Career Development Facilitator Training funds were set aside and regional partners were tasked with the identification of appropriate staff for training, and in conjunction with pertinent partners identifying training sources and the development of CDF training plans to be submitted to the RO for approval. The Turner Job Corps Center has been designated as the site to provide ongoing CDF training after the initial training is held.

Regional Action Plan for 2001

Career Development Facilitator Training *The Region has committed to supporting CDF training and is exploring incentive plans for qualified staff who participate. It is important that workforce development professionals obtain credentials and the CDF training incorporates elements necessary to effectively deliver services to our students over the long term.*

The OASIS/CIS Impact *The Region has a strategy in place for implementation of these two valuable IT initiatives. One Region III staff has been assigned coordination duties, teleconferences have been held and a regional conference of IT staff from all contracts is envisioned following the training in July-August.*

BCL and Center Industry Council Training: *Regional training on the roles and responsibilities of the Business Community Liaison (BCL) and training on the roles of the Center Industry Council. It is imperative that employers, the business and industry community become involve in how JC prepares its students.*

More LMI training is needed both on center and with post-center contractors. *Labor Market Information is crucial to the preparation of student for viable jobs in their own communities. A way to establish credibility is to show knowledge, knowledge of analyzing LMI data will become an even more critical factor to workforce development professionals.*

Education of External Partners: *Ensuring that One-Stops, Youth Councils members, employers, civic groups, community organizations, etc., understand and support CDSS will be critical to success. Appropriate investment in public relations and education activities shall be made to ensure that JC continues to be woven into emerging workforce investment systems, thereby securing a greater range of services for its students*

Technical Assistance and Training

Fiscal, management, administrative, programmatic, operational, other technical support needs required to facilitate Regional plan implementation have been assessed. Transition plan support to transfer systems to the CDSS includes the provision of training for all program staff/implementors. All Centers/Contractors and associated partners shall develop and implement CDSS training and develop and outline continuous training in CDSS/CTS plans submitted to the RO for approval.

In order to bring a comprehensive perspective of the Career Development Services System training will be provided in three phases as outlined below:

U CDSS Overview

Primarily for managers and is designed to present the Regional Vision and introduce the scope of the effort required for CDSS implementation, including programmatic and operational issues. This training was held December 4-8, 2000, for selected center/contractor/partners. On center and CTS training has been conducted and is expected to continue as needed.

U Basic CDSS Training

Will be designed for the bulk of CDSS line staff and will focus on the systemic changes in service delivery for student populations. Useful information will be provided on CDSS's

guiding principles and staff will come to understand their roles and responsibilities as they pertain to the management of student careers. Staff will need to ensure a smooth and complete transition of assisting each student's move from one phase of training to the next. The major components of career management which are, need identification, career plan development, continual assessment and follow-up, effective course scheduling, and evaluation of service delivery, will be the focus of this training.

U Career Development Facilitator Training

The Region has identified a training program designed to provide credentialing to career development professionals. The Career Development Facilitator (CDF) occupational title/credential was developed to provide standards, training specification, credentialing and to distinguish between those who provide career assistance and professional counseling. A CDF may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person. There are guidelines developed by the National Career Development Association (NCDA) relative to CDF certification which requires a combination of the following education and career development work experience:

T Graduate Degree	1,400 hours (estimated 1 year)
T Bachelor's Degree	2,800 hours (estimated 2 years)
T Two years of College	4,200 hours (estimated 3 years)
T High School Diploma/GED	5,600 hours (estimated 4 years)

These requirements should be kept in mind in the selection of candidates for CDF certification as well as the application process to NCDA which along with additional information can be found on the web site www.ncda.org.

The entire CDF curriculum is based on twelve CDF competencies. In order to be certified, the CDF will be competent to work in the following areas:

- / Helping Skills - Be proficient in the basic career facilitating process while including productive interpersonal relationships.*
- / Labor Market Information and Resources- Understand labor market and occupational information and trends. Be able to use current resources.*
- / Assessment - Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate career development assessments to the population served.*
- / Diverse Populations - Recognize special needs of various groups and adapt services to meet their needs.*
- / Ethical and Legal Issues - Follow CDF Code of Ethics and know current legislative regulations.*
- / Career Development Models - Understand career development theories, models and techniques as they apply to life-long development, gender, age, and ethnic background.*

- / *Employability Skills - Know job search strategies, and placement techniques, especially in work with specific groups.*
- / *Training Clients and Peers - Prepare and develop materials, with supervisor, for training programs and presentations.*
- / *Program Management/Implementation - Understand programs and their implementation, and work as a liaison in collaborative relationships.*
- / *Promotion and Public Relations - Market and promote career development programs with staff and supervisors.*
- / *Technology - Comprehend and use career development computer applications.*
- / *Consultation - Accept suggestions for performance improvements from consultants or supervisors.*

Career Development Facilitator certification is granted through the Center for Credentialing and Education, which is a sub of the National Board for Certified Counselors. CDF Instructors are currently developing programs in a variety of settings including colleges, community colleges, and state agencies. The program is delivered in a variety of ways, including three-week and semester long programs and may carry college credit, continuing education credit, and/or certificates of completion. Certification requires a combination of education and career development work experience and successful completion of at least 120 contact hours of the approved CDF curriculum. The cost is approximately \$1800 per participant. In Region III partners have committed to pooling resources in an effort to reduce cost per participant.

There is a registry of instructors throughout our Region who are trained by Career Development Facilitator instructor trainers who have completed the Instructor training. This registry is managed by the National Career Development Association (NCDA). NCDA has State Divisions located throughout Region III. This registry contains facilitators in most every state in the Region certified as CDFs. Region III has planned an introduction to CDF at a Regional CDSS meeting scheduled for late June 2001.

It is the plan in Region III to have selected on center career development staff and CTS providers become certified CDFs. The Region and its partners are currently discussing the best method to procure training and incentive strategies associated with this training. Funds have been allocated to each center for CDF facilitator training, however, each center is to submit a training plan to the regional office outlining program benefits, participant numbers, and the like. The Turner Job Corps Center has been designated as the facility on which Region III will provide access to continuous CDF training as needed for new staff and CDF training updates on an annual basis.

VIII.

CDSS ID Codes

The accuracy of information in the JCDC database is an important factor as the reporting of JC data becomes more sophisticated. With the implementation of CDSS it is important that information is accurate in order that the appropriate case loads can be built for each individual contractor. CDSS caseloads are built based on CDSS (Placer) ID codes. CDSS contractors who have not submitted requests for CDSS ID codes are to forward requests for codes to the regional office, utilizing the appropriate format. These requests will then be forwarded to the Job Corps Data Center (JCDC). Codes are created and activated based on contract start/end dates. Valid office

addresses are needed to insure correct delivery of student's readjustment/bonus checks. CDSS works in conjunction with the currently used PAIS application. PAIS is an older application to be replaced by the Computer Information System (CIS) to enter and track student data and requires a specific hardware/software configuration. The Region is currently assessing readiness for CIS deployment and gearing up for deployment as scheduled. CDSS contractors will be subject to performance measurement based on valid data entered into the CIS.

Listed below are Region III entities CDSS ID codes.

STATE	CENTER/Contractor	CDSS ID Code	Type
GA	ATLANTA	GAJPAT	OA/CTS
SC	BAMBERG	SCJPBA	OA/CTS
MS	BATESVILLE	MSJPBA	CTS
GA	BRUNSWICK	GAJPBR	CTS
AL	GADSDEN		
FL	GAINESVILLE	FLJPGI	CTS
MS	GULFPORT	MSJPGU	OA/CTS
FL	HOMESTEAD		OA
FL	JACKSONVILLE	FLJPJA	CTS
TN	JACOBS CREEK		
NC	KITTRELL	NCJPKI	CTS
NC	LBJ	W	CTS
TN	MEMPHIS	TNMNMP	OA/CTS
FL	MIAMI	FLJPMI	OA/CTS
MS	MISSISSIPPI	MSJPMI	CTS
AL	MONTGOMERY	ALJPMT	CTS
NC	OCONALUFTEE	W	CTS
NC	SCHENCK	W	CTS
GA	TURNER	GAJPTU	OA/CTS
American Business Corp	Georgia	GAABAT	OA/CTS
	North Carolina	NCAB00	OA
Applied Technology Systems, Inc.	Mississippi, Tennessee, South Carolina	SCATSI	CTS
Jackson & Pierce	Alabama & Florida	R4JPPA	OA/CTS
AL	Alabama State Employment Svc	ALES00	OA

<i>FL</i>	<i>Florida State Employment Svc</i>	<i>FLES00</i>	<i>OA</i>
<i>MS</i>	<i>Mississippi State Employment Svc</i>	<i>MSES00</i>	<i>OA</i>
<i>SC</i>	<i>South Carolina State Employment Svc</i>	<i>SCES00</i>	<i>OA</i>
<i>GA</i>	<i>DESI</i>	<i>R4DS02</i>	<i>OA</i>
<i>NC</i>	<i>North Carolina JC Placement</i>	<i>NCJPKIW</i>	<i>CTS</i>

WNote: The ***NC*** centers will have all their post-center CTS provided by the one CTS Contractor, Kittrell is assigned the code is ***NCJPKI*** therefore, Schenck, Oconaluftee, Kittrell and LBJ will not need ID Codes assigned by the JCDC. The CTS contractor will assign “baby codes” to NC end users.

IX.

Region to Region Coordination

Region III is committed to providing seamless service delivery to the student no matter where they begin or end their experience with JC. The Region is developing tools, e.g., Zone of Influence Zip Code Directory, web sites, and encourages development and use of other forms of communication with service providers in order to facilitate an orderly transition for those students locating outside the Region. Graduates will have ready access to career transition and follow-up services in the areas to which they return. On a state by state basis, a computerized system of student transfer/acceptance will be used by all partners in the Region. Time limits have been established for the orderly and timely transition of student files utilizing the CIS. Each Center plan is required to contain information on how centers will facilitate the process for student locating to areas outside designated zones of influence. Zone of Influence strategy will be coordinated between Center and CTS contractors to ensure no student falls between the cracks.

Region III encourages the development or reciprocal agreements, MOU's etc., for contact and follow up services for graduates returning to states other than the state where their center is located. Centers are also encouraged to obtain contacts at One-Stops and ES agencies to accommodate students returning to out of state communities.

X.

Procurement and Contracting

The Region in its solicitations notified bidders via the Request for Proposal (RFP) process that the winning bidder must be willing to provide career transition services according to the Region III plan and the zone of influence strategy. The scope of work for all existing contracts have been modified to include CDSS. Contractors are currently modifying plans to reflect PRH changes.

OA/CTS contractor plans are to be developed in conjunction with partners in Zones of Influence to be serviced.

XI.

Mechanisms to Engage Small & Women Owned Businesses

The Region has focused our commitment to increase participation of small businesses as prime contractors. As a result of our Regional commitment, two new contractors with the status of Small and/or Women Owned Businesses have been awarded contracts to deliver CTS services in the

Region. We are committed to increasing opportunities for small business in Job Corps. Currently operating in the Region as prime contractors are two OA/CTS small businesses, one small business for publicity and one Mentor-Protege (Turner JCC). By December 2000, contractual opportunities for small businesses as prime contractors will increase in the Region. Assessments by staff members are ongoing to decide which requirements are suitable to be offered to Small and Women-Owned businesses. The Region will continue to schedule forums, formal and informal, to discuss contractual opportunities with interested Small and Women-Owned businesses.

Summary

S*The Regional Office of Youth Service and Job Corps is committed to developing broader relationships designed to empower youth through system wide access to workforce development resources. Through consultation and inclusion, the Regional CDSS plan is structured to involve all possible providers of workforce development programs and services. All system partners will develop CDSS/CTS plans consistent with the requirement contained in the Job Corps Policy and Requirements Handbook which has been restructured to include WIA requirements; formalize policy decisions; provide flexibility and accommodate variations among Regional CDSS plans and to communicate the magnitude of the system-wide change that will be needed to realize long term results for our students. The PRH is updated quarterly through the issuance of PRH Change Notices. The PRH may be assessed on-line at www.jobcorps.org.*

We envision a comprehensive cooperative system designed to provide quality services which will produce long term employment results. We want employers to know that JC is a consistent source of quality employees, JC is to become customer focused and employer driven in its approach to services. Non-traditional approaches are encouraged in program design, care and commitment to our students will be our driving force. Center staff is to understand their responsibilities and systems are to exist to promote effective communication and cooperation. The Region is in the

process of implementing safety nets to ensure that appropriate services for all students continue as the transition occurs and continues. By developing strong, viable relationships between partners, including linkages with One-Stop systems, workforce investment board, youth councils, and the like, we seek outcomes which will increase the occupational skills attainment, employment, retention and life time earnings of our customers. Again, a seamless process cannot happen without partners, we have to support and care about our partners in order for relationships to flourish and provide maximum benefit to our students. In Region III it is our aim to develop resources and relationships to support the process, to know our resources and connect, information sharing is a key component. In Region III it is our goal to lay a foundation for all students to have a successful JC experience. The integration of the CDSS concepts will have a positive impact on Region III's performance in the eight (8) core areas outlined in the WIA:

- ~ graduation rates*
- ~ placement rates*
- ~ starting wages*
- ~ graduate employment wages at 6 to 12 month after initial employment*
- ~ retention in employment 6 to 12 months after job entry*
- ~ entry into post-secondary education*
- ~ attainment of job readiness, and*
- ~ attainment of employment skills*

It is also expected that restructuring many systems for long term employability under CDSS will increase students' average length of stay as well as impact graduation rates. Increased focus on accountability will drive the regional CDSS plan with performance of the roles defined in this plan as the bottom line.

ATTACHMENTS

CTS Monthly Report

This report is to be attached to the ETA 2110 submitted on the 20th day of each month.

Following is a list of questions designed to assess career transition readiness, these questions may change over time as appropriate. Please be prepared on a monthly basis to submit significant update reports in a format to be mutually agreed upon.

- 1.) *Have all CTS staff been hired? Yes___No___ Please provide a staff roster in the below format. Include all approved and funded staff positions whether filled. List Vacant positions as VACANT under staff name. CT specialists who have a caseload give actual number of former enrollees (FE) and graduates (G) currently assigned as off the 15th of the month.*

Staff Name/Position/Location/On Chart?/When hired?/Caseload FE/G Region II (2) FE/G***

**Please note: Caseload information should include former enrollees and graduates added during current reporting period and existing caseload data (those already in the CTS service pool) significant changes, issues should be addressed.*

*** These students are primarily students from Kentucky centers. Please indicate center of origin, status, i.e., placed, grad, unplaced grad, unplaced former enrollees.*

- 2.) *Are all offices housing CTS staff equipped with the necessary equipment to access the JC web based suite of applications as appropriate (CIS, OASIS, etc.)? List those who are or are not. Are any CTS staff not using the interim CDSS application? If not, why not?*
- 3.) *Are you represented on the appropriate state consortiums? Attend meetings on a regular basis? Explain in detail current consortium relationships? When was the last meeting of each you attended? Are there significant developments which affect your organization?*
- 4.) *What is the extent of your organizations' One-Stop relationships? Community connections? Employer connections? Report in detail, including benefit to your efforts.*
- 5.) *What is the extent and attendance of CT staff training? Who has been trained and on what topics? What is the timetable for additional training? Does staff have a copy of your organizations' CDSS plan? Copy of the Regional CDSS Plan? Has all staff been trained on these plans?*

- 6.) *What is the organization's plan for CDF certification? Who will be trained, when and by whom?*
- 7.) *Do you have any problems/issues/concerns related to student tracking and follow-up? Explain in detail for each office as appropriate. Are there any issues/problems or concerns relative to operations at any of your CTS offices? If so, list by location. (Attach if necessary.)*
- 8.) *Have you developed monitoring tools to assess organizational performance? Have monitoring schedules been developed and implemented?*

RDGRAM

#4

Managing Change

This RDGRAM follows closely a crucial meeting this week with Regional Mangers in which we openly discussed the critical changes that are occurring in our Job Corps program. I thought I'd take this opportunity to speak to each of you directly about these changes and the support your managers will need from you in making them.

It has been said that the only thing really constant in dynamic organizations is change and certainly we are a dynamic organization with a mission critical to the future of our country. But with so much change happening so rapidly it is important to remember that mission and to focus on what the program will gain from all these changes so that we see that the problems we may have to overcome in the short term are truly worthwhile over the long term.

Here are these changes and what I see as your role:

1. ***New PRH*** - This should be seen by us all as a brand new document. It needs to be not just read but studied in that light. It is more user and customer friendly. None of us can manage this change effectively unless each of you read and understand the new PRH.
2. ***Implementing CDSS*** - If you haven't read the new PRH you may not truly understand that CDSS is the way we do Job Corps now. It has been in this region since March 1, 2001. Some centers are still readjusting and refocusing their procedures and staffing. Our new system is a significant upgrade to the Job Corps program and especially in services to our students. You must be conversant in all phases of the system and understand what your role is. It is highly likely that your role has changed. You will be asked to do different things using different approaches that get at the continuum of services we seek. Take the training you will receive on CDSS seriously. Take

notes, ask questions, be open to shifting your viewpoint. If your job is being restructured, meet that challenge with an open mind.

3. ***New OASIS, CIS and CTS*** - *This Fall we will be eliminating the much of the paperwork that we have traditionally used in Job Corps. Student records will be compiled on line using computers on centers and in OA/CTS offices. Various staff in all departments will be making entries and building real-time records of our students that can be used to track progress and solve problems. It will make us a more streamlined and responsive organization. This will require staff to be more computer-friendly and learn some new skills. Be focused on this change when it is implemented on your center or contract. You may feel your learning curve is steep but we are providing good training by teleconference and some innovative online training. You will not be left behind. Remember, this will make record-keeping easier and the bottom line is that services to students will be significantly improved.*
4. ***GED 2002*** - *There has been much talk about the new GED test that is on the horizon. But what you don't always hear is that the materials that will be used will be those common in the workplace and that the test will measure real-world skills.. That means the GED program will become even more effective in preparing students for the working world. Look at this as a challenge but one we should be eager to meet.*

So there they are, four challenges to us all that if managed poorly or met with sufficient staff resistance could create a period of poor productivity, something costly to our customers. But if we meet them together as informed and creative members of the Job Corps team, we can take our program to a level of efficiency far beyond anything previously experienced. Our students deserve nothing less than our best effort and we must never see "business as usual" as an option. We can never stay the same. We can never go backward. We must change.

This RDGRAM must be shared with all staff and may be shared with students.

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NOTES

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Calhoun**36201****36202****36203****36204****36205****36206****36207****36250****36253****36254****36257****36265****36271****36272****36277****36279****Cherokee****35959****35960****35983****Etowah****35901****35902****35903****35904****35905****35906****35907****35952****35954****35990****35999**

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Revised May 2001

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	Columbia	344	32697
	32024	79	
Alachua	32025	34480	
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Bradford	34476	32193	
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Monroe County

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South - Miami Dade

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FLORIDA
Jacksonville JCC

Region III CDSS Directory

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Clay

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Region III CDSS Directory

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Bulloch
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Camden
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Glynn
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Liberty
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Long
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McIntosh
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Calhoun			a	31735
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Clay	31715	31741	31736	Terrell
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Wilcox

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Worth

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Revised May 2001

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38725	Panola	38751
38726	38606	38753
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Grenada		
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Greene

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Pearl River

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Jackson

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Amite

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Simpson

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Claiborne

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Copiah

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39668

Lincoln

39191
39601
39629
39662
39665
39666

Pike

39635

Revised May 2001

***Mississippi Balance of State
CDSS Contractor***

***Josephine Macbeth
Project Director
South Carolina Job Corps Placement Services
145 N. Church Street,
Suite 220, Box 40
Spartanburg, SC 29306
864-591-2325
1-800-834-7532***

***NORTH CAROLINA
Kittrell JCC***

***North Carolina Job Corps Placement Service
James W. Payseur, Manager
419 Wake Forest Road
Suite 303
Raleigh, NC 27609***

Revised May 2001

919-872-1055
fax: 919-872-7110

***The entire State of NC will be one zone of influence
for all centers;
Kittrell, LBJ, Oconaluftee, and Schenck.***

Kittrell JCC will coordinate services for the entire state.

**North Carolina
State CDSS Contractor**

***North Carolina Job Corps Placement Service
James W. Payseur, Manager
419 Wake Forest Road
Suite 303
Raleigh, NC 27609
919-872-1055
fax: 919-872-7110***

**SOUTH CAROLINA
Bamberg JCC**

***Kevin Brown
Senior Career Development Specialist
200 South Carlisle Street
Bamberg, SC 29003
803-245-5101
fax: 803-245-5915***

***Bamberg JCC will provide CDSS services only for its graduates and former enrollees with 60 plus
days throughout the entire state of South Carolina.***

***ATSI will be providing services to students returning to SC from other centers/states, to non
graduates and student with less than 60 days on center throughout the entire state of SC.***

South Carolina

Revised May 2001

State CDSS Contractor

***Applied Technology Systems, Inc. (ATSI)
Josephine Macbeth
Project Director
South Carolina Job Corps Placement Services
145 N. Church Street,
Suite 220, Box 40
Spartanburg, SC 29306
864-591-2325
1-800-834-7532***

TENNESSEE
Jacobs Creek JCC

Fred Rowe
Center Director
984 Denton Valley Road
Bristol, TN 37620
423-878-4021

37657
37692

Carter

37643
37644
37658
37682
37687
37694
37858

Johnson

37640
37680
37683
37688
37691

Sullivan

37601
37617
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Washington

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Unicoi

37650

Revised May 2001

TENNESSEE**Memphis JCC**

Tonya Washington
Placement Specialist
1555 McAlister Drive
Memphis, TN 38116
Phone: 901-396-2800 x393

Shelby

38002	38138
38017	38138
38018	38139
38027	38141
38028	38152
38053	38174
38054	38181
38055	38183
38083	38184
38088	38194
38103	
38104	Fayette
38105	
38106	38010
38107	38057
38108	38060
38109	38060
38111	38060
38112	38066
38113	38068
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***Tennessee Balance of State
CDSS Contractor***

***Applied Technology Systems, Inc (ATSI)
Josephine Macbeth
Project Director
South Carolina Job Corps Placement Services
145 N. Church Street,
Suite 220, Box 40
Spartanburg, SC 29306
864-591-2325
1-800-834-7532***